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Chauncy-Hall School



CHAUNCY-HALL SCHOOL HOUSE,
259, Boylston Street, Boston
(Opposite the Art Museum).

FIFTY-EIGHTH ANNUAL
CATALOGUE
OF THE
TEACHERS AND PUPILS
OF
CHAUNCY-HALL SCHOOL,

No. 259, BOYLSTON STREET (NEAR DARTMOUTH),
BOSTON.

1885-1886.

CONTAINING ALSO

*Sketches of Part of the School Work and of the
General Management.*

BOSTON:
DAVID CLAPP & SON, PRINTERS.
1886.



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1885-86

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Chairman of Hall School
417-476
Aug 4, 1888

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CALENDAR,

MAY AND JUNE, 1886.

June 8 (Tuesday).....	}	Primary Department closes
		except for the First Class.
June 11 (Friday).....		Kindergarten closes.
June 15 (Tuesday).....		Promotion Day.
June 16		Summer Vacation begins.
Abstracts due May 10, June 7; Composition, May 24.		

CALENDAR.

FIFTY-NINTH YEAR, 1886-87.

1886.

For May and June, 1886, see page 6.

September 13 and 14 (Mon. and Tues.), Examination of candidates for Admission, and also of pupils "conditioned" from 1885-86.

New pupils who cannot be present on these days may be examined later or before the close of the summer term.

September 15 (Wed.), Upper Departments open.

September 22 (Wed.), Primary Department opens.

Oct. 4 (Mon.), Kindergarten opens.

Dec. 24 to Jan. 1, inclusive, Christmas Holidays.

1887.

February 2 (Wed.), Second half-year begins in Upper Departments.

February 2 (Wed.), Second half-year begins in Primary Department.

June 10 (Friday), Kindergarten closes.

June 7 (Tues.) Primary Department closes, except for the First Class.

June 14 (Tues.), Promotion Day and close of Upper Departments.

For dates for Abstracts and Compositions, see p. 26.

OTHER HOLIDAYS FOR 1886-87.

Saturdays—All legal holidays—Good Friday—the next day each after the Annual Exhibition, after Fast Day, and after Thanksgiving.

☞ The right is reserved of granting also such other holidays—not exceeding six in number—as may seem advisable.

INTRODUCTION.

THE very full Index, page 3, is especially designed to make it easy for *parents of children already at Chauncy Hall* to obtain that thorough acquaintance with the provisions of the school by which they may avail themselves of all the advantages offered. See pages 88, 89.

For persons who are not acquainted with the School a summary of its general principles is given on p. 63, and of some of its special advantages on pp. 17-19. For their convenience are made the following **Extracts from the Index** :

Preparation for **Business**, p. 40; for **College**, p. 43; for the **Institute of Technology**, p. 46; **Course without Home Study**, p. 30.

Special Students, p. 22; **Girls**, p. 51; **Children from 9 to 12**, p. 56; **Primary Department**, p. 122; **Kindergarten**, p. 127
Health, p. 58; **Studies (List of)**, p. 26; **Tuition (or Terms)**, p. 20.

The number of teachers is so large and the supervision so thorough that the advantages of having different courses in the same institution are preserved, while the dangers are obviated.

The limited number of teachers in most High Schools tends to the neglect of the English studies for the sake of the ancient classics; but this evil is prevented at Chauncy Hall, by having a corps of classical instructors so large in proportion to the number of their pupils that the teachers in the English Department are left free to devote themselves to the students who are fitting for the Institute of Technology or for Business, or who are remaining here for general culture without reference to any particular course of life.

SUPERINTENDENTS.

Boys.—In addition to the supervision given by the Principals to the whole school, the boys of each class have their own superintendent, a teacher of experience and skill, whose especial duty it is to know the needs of every boy in that class, and his standing in each of his studies ; to inspect carefully all the weekly and examination reports of his class ; and to consult and advise frequently with the other teachers of the class, in respect to the work and progress of individuals and of the class as a whole.

The same teacher, as far as is practicable, is continued as superintendent of the same boys as they advance to successive classes from year to year, to secure the advantages of continuous intimate acquaintance and counsel.

Girls.—As careful supervision is given to the girls of all classes as to the boys. See page 53.

Arrangements are made for

A COURSE WITHOUT HOME STUDY,

for those whose health or attention to music makes it not advisable for them to do the full work of the school. See page 29-31.

SPECIAL STUDENTS

Are admitted to any classes for which they are qualified, under the conditions stated on pages 22-24. Unusual inducements to such students are offered in

MODERN LANGUAGES.

There is no more charge for instruction in several classes in one language than in one class. There are several teachers who give their entire time to modern languages, besides others, including a native French teacher of conversation, who give a portion of their time.

A POST-GRADUATE COURSE

Is open to Graduates of High Schools and to others of mature age. Many students have been prepared here for professional schools without going through college. See pages 45, 52, 74.

LITTLE MISUNDERSTANDINGS ABOUT SCHOOL MATTERS.

PARENTS are invited to visit the school frequently and stay as long as possible. Their presence is not only a stimulus to their children, but it is a means by which little misunderstandings are cleared up. (See pp. 64, 65.) The amount of misstatements about school matters, made unintentionally by honest, well-meaning scholars, is something incredible to any one but an experienced teacher.

Parents are earnestly requested to inquire *at once* about anything that seems wrong in the school management, and any suggestions they may make in regard to improvements will be gladly received, even if what they propose does not seem expedient for adoption.

The Principals thank, most heartily, those parents who have so promptly followed these requests. If every one will take the same course, the efficiency of the school will be much increased.

SKETCH OF THE SCHOOL'S HISTORY.

CHAUNCY-HALL SCHOOL derives its name from its original situation in Chauncy Street, then the quiet and retired Chauncy Place, through which carriages could not pass. It was established there by Gideon F. Thayer in 1828, and remained there for forty years, when it was removed to Essex Street, to a handsome new building erected purposely for its use. This was destroyed by fire in 1873; and, without the loss of even an hour's session, the school then occupied "John A. Andrew Hall" until the present building was completed for it in 1874. In view of the minute and careful arrangements made in the new quarters for heating, ventilation, and everything pertaining to the health and well-being of pupils, many friends of the school then feared that the thought and expense which these involved would not be appreciated at their true value. Fortunately, however, the contrary has been proved by the steadily large attendance, notwithstanding the numerous excellent schools in the neighborhood, both public and private.

The *school-house* is owned by an association of graduates, known as the

CHAUNCY-HALL SCHOOL CORPORATION.

Directors, { NATHANIEL J. BRADLEE, *President*.
 { BENJ. W. GILBERT, *Treasurer*.
 { JAMES W. AUSTIN,
 { HERBERT B. CUSHING,
 { WILLIAM P. KUHN.

Chauncy Hall has been remarkably fortunate in undergoing but few changes in management. This stability has allowed the deliberate test of different plans and methods, with the final adoption of such only as have proved advantageous. At the same time, by the introduction of young teachers, as opportunity has offered, all danger of over-conservatism has been avoided, and the latest advances in scholarship and in methods of teaching have been brought into combination with that mature judgment which comes from many years of service.

EXTRACT FROM

THE FIFTIETH ANNUAL REPORT, 1878.

It was from the outset a prominent feature of the school that the manners and politeness of a gentleman should be always insisted on in the daily life and conduct of a school-boy; and an example was afforded in the unfailing courtesy of its founder, Mr. Thayer.

Punctuality, order, neatness, and the other minor virtues were always enforced as necessary qualifications for the student or man of business.

THOROUGHNESS.

No royal or easy road to learning was ever promised to the students of any of the branches taught in the school, nor was any system or amount of teaching guaranteed to do away with the limitations of nature which have made some quick and others slow to learn. It was always impressed on the scholar that, to learn anything, he must labor in proportion to its value, and by no means

confine himself to that which he liked to do—a species of intellectual effeminaey destructive of all mental courage and robustness. Though a private institution, the school was never intended to be a refuge for laziness or imbecility, and if any came to it with that idea, or with the intention of having their own way, they were soon undeceived.

SUCCESS OF SCHOOL AND SCHOLARS.

Conducted upon the principles briefly indicated above, the school proved a success. Its numbers varied little and were equal to its accommodations. Several great mercantile crises, when, for a short time, ruin seemed to stare every one in the face, did not affect it; on the contrary, education seemed to be more appreciated and scholars remained longer at school. Its pupils were in demand in the best counting-houses, and could be found in important mercantile positions all over the world, and its graduates have entered college annually since 1834. Neither the mercantile apprentice nor the young student has been sent out with barely the qualifications that would enable him to take the first step, but with tastes and accomplishments calculated to smooth and adorn any career. Upwards of four thousand scholars have received the influence and instruction of the school, thus affording a strong argument in favor of the principles on which it is conducted.

The death of PROF. J. B. TORRICELLI, who had been teacher of modern languages in this school for twenty-five years, removes one to whom no adequate tribute can be rendered in the space at disposal. As was said of him by the Rev. Henry W. Foote, in an admirable article in the *Christian Register*, which we should be glad to reproduce in full:—

“His scholarship was remarkable and most various. * * * He had a history and a career more picturesque than any romance, and a character which was as unique in its simplicity and nobleness as some rare flower. * * * He always seemed an exotic from a finer soil.”

BOARD OF GOVERNMENT AND INSTRUCTION.

Arranged, after the first four names, by length of connection with the School. In such changes of Superintendents as become necessary each year by the graduation of classes, arrangement is made, so far as is practicable, for continuing the same teacher as superintendent of the same pupils, for the reason given on page 9.

WILLIAM H. LADD, Principal.

English Literature and Greek History.

M. GRANT DANIELL, Principal, and Superintendent of Class I. (College and Institute Sections.)

Latin and Greek.

MISS MARY H. LADD, Associate Principal, and Superintendent of Class III.

Latin, Greek, and French.

OLIVER F. BRYANT, Associate Principal, and Superintendent of Special Students.

Geography, Grammar, Roman History, and Book-keeping.

MISS SUSAN D. NICKERSON, Head of Primary Department.

J. B. TORRICELLI,*

French, Italian, and Spanish.

MISS MARY E. PEIRCE, Superintendent of Girls of all Classes.

German.

* Died December 20, 1885.

MRS. ABBY F. HARRIS, Superintendent of Class I. (Business Section.)

English Literature and Elocution.

MISS ALICE E. HOLDEN,

Drawing and Mathematics.

MISS MARY A. J. FROTHINGHAM, Superintendent of Class IV.

Penmanship, Arithmetic, Physics, and Botany.

MISS LUCY WHEELLOCK, Kindergartner.

MISS JULIA C. CLARKE,

Physiology and Composition.

MRS. MARION ENDICOTT BROWN,

Grammar, Composition, and Latin.

HENRY BAILY,*

Greek, Latin, and Military Drill.

MISS EMILY W. COLE,

French.

MISS EMMA M. WADE,

Mathematics.

WALTER O. CARTWRIGHT,

Latin, Mathematics, American History, and Military Drill.

HARRY BENSON,

Singing.

* Resigned Oct., 1885.

MISS JEANNIE EVANS, Superintendent of Classes V. and VI.

Mineralogy, Zoölogy, Arithmetic, and Grammar.

REST F. CURTIS, Superintendent of Class II.

Mathematics and Military Drill.

MISS ROSA MARGUERITTE BLAKE, Secretary.

CHARLES F. MORSE,

Chemistry and Physics.

MISS O. FREDERICA DABNEY,

German, French, Composition, and Defining.

MRS. E. EULALIA BASS,

Calisthenics.

Col. EDMUND H. HEWINS,

Military Drill.

EDWIN F. KIMBALL,

English History, Elocution, Geography, and Composition.

MISS ANNA S. FROTHINGHAM,

Penmanship, Reading, and Arithmetic.

MRS. SOPHIE BENDIX,

French and German.

MME. GABRIELLE NOURY-ABBOT,

French Conversation.

MISS ANNIE F. BALDWIN,

Mathematics and Composition.

MISS ELIZABETH L. VAUGHAN, Assistant in Kindergarten.

CLASSES OF CHILDREN WHO ARE ESPECIALLY
BENEFITED BY PRIVATE SCHOOLS.

LEAVING entirely out of view those families who prefer private schools to public ones through the whole of school life, there are many cases where a private school,—abundantly supplied with accomplished and faithful teachers,—complements the work of the public schools. The following are some of the cases at Chauncy Hall:—

Healthy, bright children, particularly boys, who wish to make more rapid progress than the arrangements of the public schools allow.

Backward boys or girls who cannot keep up in the public schools, but who are able to do class work here through the great amount of extra instruction for which some teacher is always ready.

Delicate children who cannot study out of school, but who can get a good education by the course described on page 30.

Those who have unusual talent for Music, Painting, or Modern Languages, who either take the course last mentioned or come as special students. See page 22.

Graduates of High Schools who want one or two years more of general culture. See pages 9, 22, 52, 74.

Children who are peculiarly susceptible to changes of heat and cold, and who need to be where windows are never opened in cold weather and the temperature does not vary. See page 59.

Parents, who are not acquainted with Chauncy Hall, and who are considering the expediency of giving their children a broader culture than can be obtained in the schools which they are now attending, are invited to notice on the following three pages a summary of some facts which are worthy of their consideration.

SPECIAL ADVANTAGES.

The following summary of some special advantages is made for persons unacquainted with the school, who may not have time to read the whole Catalogue.

ARRANGEMENTS for ventilation, equable temperature, light, and position, unequalled in any other building of its size. See pages 58-62.

The success of its candidates at College and at the Institute of Technology.

The attention to good manners and business habits; and the fact that the business education is not confined to Arithmetic and Book-keeping, but gives such broad and general culture as is demanded for a high position in the mercantile community. See pp. 40-42, 70, 73, 74, 11, 12.

The pains taken to keep parents informed of the time and result of each separate lesson. See pages 65, 83.

The abundant aid furnished to pupils who need extra assistance. See pages 87, 104, 57.

The correct reading, writing, and speaking of the English language, begun at an early age, continued through the entire course, and supplemented by a critical study of the best authors. See pp. 126, 127, 70-76.

The arrangement of study, particularly that of natural science, for the development of the faculties in natural order, starting from observation. See pages 26-29, 66-68.

The practice in French conversation, under a special teacher, in addition to the class lessons:

[In the Primary Department, daily instruction in French is entirely free.]

The admission of pupils from three to twenty years of age, so that all the children of a family can attend the same school.

The pleasant relations between teachers and pupils.

The courtesy shown by old members to new-comers.

See page 102.

IN REGARD TO THE PUBLIC SCHOOLS

it is hoped that no person will suppose that there is intended any disparagement of the admirable work there done. The self-sacrifice, ability, and skill, shown by the great majority of teachers and by a large number of the members of the school boards, should have the profound gratitude of every citizen. But the limitations under which such schools are necessarily conducted are better understood and more keenly felt by the teachers, who are laboring so conscientiously in the service of the state, than by any other persons. The fact that children of teachers and of members of school boards are always enrolled among the pupils here is the greatest compliment the school has. In comparison with the public schools, it is believed that Chauncy Hall may fairly present the following points :

ITS RETAINING OF THE TWO GREAT ADVANTAGES

of the best public schools, namely—

Thorough discipline.

The mingling of a large number of pupils, which is so valuable in training a boy for his future duties as a citizen.

ITS FREEDOM FROM THE DISADVANTAGES
of public schools :

In the size of the classes, particularly in languages.
See p. 43.

In the few branches taken by each teacher. Pages
8, 9, 13-15, 100.

In having the children grow up under the same set
of teachers.

In making its own regulations, so that it can meet
the reasonable wants of individual cases without con-
sulting any higher authority. Pages 23, 29, 103, 104.

In keeping a healthy moral sentiment, not only by
the exclusion of scholars of bad character, but by pri-
vately dismissing any pupil whose influence seems
objectionable, without the necessity of public investi-
gation or of proving any particular offence on his part.

TUITION

For the School Year 1886-87, for Regular Pupils IN THE UPPER DEPARTMENTS.

PAYABLE HALF-YEARLY,

Before Oct. 6, 1886, and March 2, 1887.

[For terms of Lower Departments, see pages 124, 128; and for Special Students, see page 24.]

CLASSICAL COURSE, \$200.

Including the ancient and modern languages and English branches, required for admission to Harvard, and the general exercises on page 26.

Grammar School pupils, taking no language but Latin, \$175.

ENGLISH COURSE.

High-School Department, *i. e.*, Classes I., II., III., \$175.00

Grammar-School “ *i. e.*, “ IV., V., VI., \$150.00

One language, \$25.00

Each additional language, \$15.00

But no tuition for a scholar who takes, without variation, one of the above courses, English or Classical, will exceed \$200.

For the school year 1886-87, no pupil will be received for less than a year,* except that if a vacancy occurs after Nov. 1, it can be filled for the remainder of the school year; the bill for such fractional part of the year to be paid within two weeks after entrance.

Stationery of all sorts and the use of all English Class-books (including in the Literature Course only Scott's poems, Shakespeare, and the Sketch Book), \$8.00 a year.

Students in Chemistry will be charged for the actual cost of materials used, and for damage to any implements entrusted to their care.

* If, however, a scholar does not become wonted to the ways of the school by the middle of December, and notice is given before the Christmas holidays, he can be withdrawn at the end of the first half-year; as discontented scholars are apt to disturb the pleasant feeling which is a distinguishing characteristic of the school. (See page 119.)

No additional charge is made for the large amount of extra teaching given to candidates for College or the Institute of Technology during their closing half-year.

A fee of two dollars in advance must be paid to the assistant teachers for each *extra* quarterly examination caused by absence for any reason but illness. See page 86.

Damage to furniture will be charged at the actual cost of repairs.

DEDUCTIONS.

In case of absence for more than two consecutive months, caused by illness, one half of the number of whole weeks lost will be allowed on the next year's bill.

When two or more pupils from one family attend *through the entire year*, a deduction of twenty dollars will be made on the second half-yearly bill of each year for each member of said family in the regular High-School Department, and of fifteen dollars for each member in the regular Grammar-School Department. The same deduction will be made for special students whose bills equal those of regular students.

When a pupil in the English course remains two entire years* in a class below the first, at the close of the second year one fourth of that year's tuition for English branches will be deducted, but languages during the last fourth of the year will be charged at rates for special students.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

A discount of five per cent. on tuition for the English branches is made on a full yearly bill paid previous to Sept. 15.

FOR A FREE SCHOLARSHIP, see page 116.

* But this will apply only where notice of staying two years in a class is given before April 1 of the first year.

SPECIAL STUDENTS.

THE school several years ago practically recognized the need of an elective course of studies, to meet the wants of students of different tastes and temperaments, and of different aims in life.

The growing demand for facilities for special students must be met by all educational institutions that would keep pace with the wants of the age. In a late Report of the President of the Institute of Technology, it is thus said :

“It is now generally admitted that it is the first duty of the teacher to ascertain the true bent of the youthful mind, and that, so far as practicable, instruction should be made to conform thereto; that the successful teacher is not the one who compels the scholar to do, at the last, reasonably well that which he was at the first least disposed to do, but the one who brings the scholar to do, in the fullest degree and in the most perfect manner, that for which he has the greatest aptitude, leading him, with ever increasing freedom and pleasure of work, in the ways which nature has pointed out; that in any other system of training there is enormous and irreparable loss of nervous force and moral enthusiasm, with a result certain to be lower and less desirable than under the system which seeks to develop to their highest efficiency the native powers of the mind.”

The same fact is recognized in a recent Report of the President of Harvard University, where a table shows steady increase of such students at the University.

It is interesting to notice that the reasons which are given there for admitting such students are essentially the same as those which have for the last five years been stated in our own catalogue.

The arrangement for special students is adapted to

the wants of many young people who, for various reasons, cannot take the full school course; but it is especially valuable for

Young men and women who wish to pursue some favorite study; or who, from any cause, have been hindered from acquiring proficiency in certain branches at the usual age;

Children whose health or attention to music allows only one or two hours of daily attendance.

Students that are in poor health, or that pay their own tuition, or that are over twenty years of age, or that have not, on an average, over two lessons a day, need be present only at recitation hours, so long as their deportment is faultless, if parents make written request for such arrangement.

But if any students wish to remain between recitation hours, they will not be allowed to loiter about the building, or the drill hall, but must have a place assigned for study, and occupy it while they remain.

All special students come on condition that they are unusually careful in deportment. For any breach of discipline they will not only remain till the hour of dismissal, but will be detained like regular pupils after the close of the session. They must bring notes for absence like other scholars; and, if they are late at a recitation, they must lose the lesson.

They must take all the examinations of the classes with which they recite, under conditions stated on pages 86, 87, with the added requirement that, if examinations are not taken by them, such students' connection with the school must cease, while tuition they have paid will not be refunded. In the very rare cases where examinations might be undesirable, special arrangements may be made.

TUITION FOR SPECIAL STUDENTS.

Payable half-yearly, *invariably in advance*, for instruction in class hours only.

A special student not having a permanent seat may sometimes be received for less than a year.

A permanent seat, when engaged for a full year, will be reserved for any special student with a yearly bill of not less than \$150. All other special students will occupy such seats as may be temporarily assigned them.

YEARLY RATES:—Drawing, Spelling, Mineralogy, Natural History, \$20 each; Composition, \$12; Composition, every week, \$32; Botany, Geography, ancient and modern, Reading, Penmanship, \$40 each; Declamation, \$60; English Grammar and Punctuation counted together, Book-keeping, Physies, Chemistry, Military Drill*, Elocution†, \$60 each; History, full course, Greek, Roman, French, English, and American, all the same week, \$80; History of one country, \$40; Mathematics, one branch \$60, two \$100, three \$120; Shakespeare and General Literature, in the First Class, including Harvard course (see page 74), five lessons per week, \$75; Literature in the Second or Third Classes, giving detailed study to Scott, Irving, and other authors (see pages 72, 73), three lessons per week, at least one of which is usually in writing, \$40 each; Modern Languages, one \$60, two \$100; French Conversation, \$20 (but free to *members of other French Classes*); Latin or Greek, \$100, both \$180; one ancient and one modern language, \$140. For \$208 a year, any studies may be taken that the student can pursue with thoroughness. For "Deductions for two or more pupils from the same family," whose bills equal those of regular students, see page 21.

SPECIAL BUSINESS COURSE: Book-keeping, Arithmetic, Composition, Spelling, Penmanship, and Military Drill, \$140. See pages 40-42.

Reports of examinations are sent to all special students. Weekly reports, such as are made for regular pupils (see page 83), will also be sent, *if requested*. There is ordinarily no charge for reports or for examinations; but for special exceptions see pages 84-86.

No regular pupil who falls behind his class on account of idleness will be received as a special student in more than four English branches besides Spelling and Penmanship.

* Military Drill is free to a Special Student whose tuition is not less than \$80 a year, provided his attention to Drill is satisfactory.

† For Elocution and Calisthenics for young ladies, see p. 53.

BOARD.

THE cost of board and rooms in Boston and the neighboring cities and towns varies, of course, according to the means and tastes of individuals; but suitable boarding places may be had for five dollars a week and upward. Genuine *homes* in private families of culture and refinement may be had for ten or twelve dollars.

These statements are given in reply to frequent inquiries; as there are always in the school some pupils from a distance. For example, this year, besides residents of Boston and its outlying districts, and of forty other towns in Massachusetts, the list includes pupils from Maine, New Hampshire, Vermont, Indiana, Illinois, Wisconsin, Minnesota, Missouri, Louisiana, New Mexico, the Hawaiian Islands, and the West Indies.

PUBLIC LIBRARY.

By vote of the Trustees of the Boston Public Library, non-resident members of the First Class and Post-Graduate Class of Chauncey-Hall School are allowed to take from the library such books as are in the line of their school work. This privilege is of great advantage to students of literary or scientific tastes; as the library contains over 400,000 volumes, and its reading room is supplied with all the good literary and scientific periodicals of Europe and America.

LOWER DEPARTMENT.

The attention of parents of young children is called to the arrangements for the Primary Department (page 122) and for the Kindergarten (page 127), and to those for the *Intermediate Class* for children from six to eight years of age (page 126).

COURSES OF STUDY.

MANY years of careful observation prove the following to be adapted to any pupil who possesses ordinary ability and good health.

The arrangement is designed to develop the faculties according to nature, by cultivating the powers of observation in the younger pupils, and by deferring to a more mature age those studies that mostly demand reasoning. Reading, Writing, Spelling, and Arithmetic receive careful attention *throughout* the school course.

Daily out-of-school study is required.

Diploma scholars from the public grammar schools have a special course of English studies arranged for them, with the addition of such languages as may be desired.

GENERAL EXERCISES FOR REGULAR PUPILS.

COMPOSITIONS by all classes except the Sixth—Oct. 18, Nov. 15, Dec. 13, 1886; Jan. 24, Feb. 28, March 28, April 25, May 23, 1887. (See page 105.)

[These dates for compositions indicate but a small part of the time really given to this very important exercise. See pages 74, 70, 44.]

ABSTRACTS OF AUTHORS, by the First, Second, and Third Classes, Oct. 11, Nov. 8, Dec. 6, 1886; Jan. 10, Feb. 14, March 14, April 11, May 9, June 6, 1887. (See pp. 72, 99.)

[For partial list of authors, see pp. 73—74.]

*Declamation.

Military Drill or Gymnastics for boys.

Gymnastics and Vocal Culture for girls.

Short Lectures on different subjects (see p. 69).

Vocal Music (see p. 103).

Penmanship.

Written Spelling Lessons (see p. 103).

Written Defining Lessons.

Drawing.

* Assistance in Declamation and Reading can usually be had from 9.30 to 1 and from 2.15 to 4, and often on Saturdays from 9 to 1.

ENGLISH DEPARTMENT.

SIXTH CLASS.

(See p. 56 for the arrangements for these young children.)

Decimal Fractions; Factoring; Greatest Common Divisor; Least Common Multiple; U. S. Money; Geography, with Map Drawing; Reading; Language Lessons; Oral Lessons in Natural History; Stories from Mythology and Poetry.

FIFTH CLASS.

Common Fractions; Metric System; Compound Numbers; Reading; Language Lessons; Oral History of the United States, with Geography and Map Drawing; Oral Lessons in Natural History; Stories from the Iliad and Odyssey.

FOURTH CLASS.

Compound Numbers; Percentage; Interest; Geography, with Map Drawing; Reading; "School Days at Rugby," and Selections from Standard Poets. Grammar; History of the United States; Oral Lessons in Botany or Mineralogy, according to the time of year; Geometric Drawing.

THIRD CLASS.

Percentage reviewed; Discount; Partial Payments; Proportion; Algebra, through Factoring; Geography, with Map Drawing; *Reading; Scott's Poems; Grammar; History of England; Talks on Science.

Classical students in Third Class omit Grammar and Talks on Science.

SECOND CLASS.

Arithmetic, including the Metric System; Algebra; Geometry; *Reading; Irving's "Sketch Book"; Grammar and Punctuation; Roman History and Geography; Physics.

Classical students in Second Class omit Grammar, and postpone History and Physics until the following year.

FIRST CLASS.

[The pairs of studies marked by braces are complementary half-year studies.]

Arithmetic; Algebra; Geometry; Book-keeping; { Physical Geography; U. S. Constitution; } { History, Ancient and Modern; English Literature; } *Shakespeare and the other English Authors required for admission to Harvard University (see p. 74); Chemistry; Talks on Science, twice a week.

Classical students in First Class omit several English studies not required for college, and have extra instruction in Physics.

EXTRA CLASS.

In the Extra Class is taken the final year's work of those fitting for college (see p. 43) and for the Institute of Technology (see p. 46).

A Post-Graduate course in science and literature is arranged when required. (See p. 74.)

* Once a month (see pages 26 and 72) an abstract of some other author will be substituted for the usual reading lesson in the author here named.

COURSE OF STUDY IN LATIN AND GREEK.

THE numbering in the Latin classes is entirely distinct from that in the English Department. A scholar who intends to go to college is usually ready for the Third Latin Class on entering the Third English Class. At the same time he begins Greek; and from this point the numbering of the classes in all studies in the Classical Department is uniform.

<i>Latin.</i>		<i>Greek.</i>
FIFTH CLASS.		
Harkness's Latin Grammar; Jones's Latin Lessons.		
FOURTH CLASS.		
Jones's Latin Lessons, finished; Cæsar's Gallic War, Book I.; Daniell's "Short Sentences."		
THIRD CLASS.		
Cæsar's Gallic War, Books II., III., IV.; Ovid, Selections; Daniell's "Short Sentences."		Goodwin's Greek Grammar; White's Greek Lessons, Part I.; Xenophon's Anabasis, begun.
SECOND CLASS.		
Virgil's Æneid, Books I., II., III., IV.; Bennett's First Latin Writer.		Xenophon's Anabasis, I., II., III., IV.; White's Lessons, Part II.
FIRST CLASS.		
Virgil's Æneid, V., VI.; Cæsar at sight; Gallic War, Book V.; Allen's Latin Composition.		Xenophon at sight; Hellenica or Cyropedia; Jones's Greek Composition.
EXTRA CLASS.		
Cicero, Five Orations; Ovid at sight; Virgil at sight; Latin Composition.		Herodotus, VII., VIII.; Homer's Iliad, I., II., III.; Greek Composition.

TIME FOR BEGINNING LATIN AND GREEK.

Classes in Latin are formed in September, and the course of preparation for college occupies six years. This time may be shortened when the age and progress of the pupil permit. It is most advantageous for pupils to join the Fifth Latin Class when they enter the Fifth Class in English studies. Pupils intended for college lose time in preparation, if their Latin

is begun later. A Latin Class is formed in February, which ultimately joins that which begins the following September. This class is intended to make the beginning of the study of Latin easier for young pupils and those who learn with difficulty, and the lessons are short. Those who take up Latin in February should do so when in the Sixth Class in English studies. Greek is begun at the end of the second year of Latin.

MODERN LANGUAGES.

☞ Classes in French and German are usually formed in February and September; in Spanish or Italian, whenever four pupils, or as many as will meet the expense of instruction, desire to begin.

French and German conversation are practised from the beginning.

FRENCH CLASSES.

Otto's French Grammar, by Bôcher ;
 Bôcher's French Reader ;
 Worman's First French Book ;
 Blouet's French Composition ;
 Selections from Standard Authors ;
 Ancient and Modern French Plays.

GERMAN CLASSES.

During the first year, much of the instruction is oral.
Das Deutsche Buch der Sauveur Schule ;
 Boisen's Preparatory Book of German Prose ;
 Works of various German authors ;
 Eysenbach's German Grammar.

SPECIAL COURSE REQUIRING LITTLE OR NO HOME STUDY.

This course is designed especially for
 CHILDREN IN DELICATE HEALTH,
 but it is also earnestly recommended for young pupils who are giving
 ESPECIAL ATTENTION TO LANGUAGES,
 and for those of any class who require much
 TIME AT HOME FOR MUSICAL INSTRUCTION,
 and for the
 UNUSUALLY HEEDLESS CHILDREN
 mentioned on page 89.

A wise request for fewer hours of study is often made in behalf of children too delicate to take the full regular course. Their health is of vastly more value than learning, but they are better both in mind and body for some regular mental discipline.

It is disadvantageous for them if they are allowed to do poor work in all the different studies to which the robust majority of the class are able to attend; while if they are kept more than a few years under governesses or private tutors, they are apt to lack that development which comes from association with other children. Thus their education is often a difficult problem. The increase of teachers and of educational facilities in the school within the last few years offers this class of pupils the opportunities they need; and the large number of families that have availed themselves of the arrangement shows that it is supplying a frequent want. It is known in school as the "two-years' course," and is managed as follows:—

When parents find the full work of a class too much for their child, they send a note stating that they wish him or her to remain two years in the class, instead of being promoted at the end of the year. The pupil then entirely drops nearly half of his studies, but does *thoroughly* what he undertakes, and passes the regular examinations on the branches he studies; the next year, he reviews what he has been over and takes up what he has omitted. This arrangement prevents any mortification at not going up with the majority; because the parents' letter is read to the class at the time of its receipt, and the whole matter is thoroughly understood. The youngest scholars know the difference between an action of the parents on account of health, and a decision of the teachers on account of idleness. This two-years' course is taken this year by some members of nearly every class in school.

If a large proportion of the scholars were unable to do ordinary school work, they might possibly have a depressing influence on each other,—as is said to be the case at resorts for invalids; but as the very large majority of the scholars are in excellent health, the delicate ones have the enlivening influence of the active young life around them, while, at the same time, there are enough of their own kind to prevent loneliness.

For prizes in this course, see page 114, and for deduction in terms, see page 21.

Those whose health or time does not admit of doing even what has been mentioned above can take advantage of the arrangement for Special Students. (See page 22.)

These two systems meet the requirements of almost any individual, young or old, who wishes to do a small amount of thorough work.

PUPILS.

UPPER DEPARTMENT.

Names.	Residences.
Albert Cobb Aldrich, . . .	Boston.
William Henry Allen, Jr., . . .	Boston
Charles Harrison Andrews, . . .	North Easton.
Madeleine Louise Bacon, . . .	Boston.
John Louis Bailey, . . .	Roxbury.
Alice Hutchings Baker, . . .	Boston.
Robert Chadwick Bampton, . . .	Boston.
Richard Frederick Barry, . . .	Newton.
Mary Eulalia Bass, . . .	Boston.
Harry Wentworth Bates, . . .	East Weymouth.
Herbert Bates, . . .	Dorchester.
Charles Loring Beal, . . .	Roxbury.
Alfred Whitney Bell, . . .	West Newton.
Knud Bendix, . . .	Boston.
Adolf Charles Biewend, . . .	} Roxbury.
Helen Eugenia Caroline Biewend, . . .	
Howard Lane Blackwell, . . .	Dorchester.
Paul Douglass Blake, . . .	Dorchester.
Alexander John Blaser, . . .	South Boston.
Willard Lewis Bowker, . . .	Walpole.
Charles Edward Bradbury, . . .	East Boston.
Samuel Adams Bradbury, . . .	East Boston.
Charles Frederick Bradford, . . .	East Boston.
John Henry Bradford, Jr., . . .	West Roxbury.
Charles Walter Bradlee, . . .	} Boston.
Edward Chamberlin Bradlee, . . .	
Henry Goddard Bradlee, . . .	
Gustave Adolph Breaux, Jr., . . .	New Orleans, La.
Daniel Breivogel, Jr., . . .	Boston.
Sumner Albert Brooks, . . .	Cambridge.

Carroll Neide Brown, . . .	West Medford.
Leonard John Brown, . . .	Cambridgeport.
Arthur Burgess Bryant, . . .	Woburn.
Julius Howard Bryant, . . .	Woburn.
Alexander Theophilus Burr, . . .	Everett.
Hazel Burton,	} Minneapolis, Minn.
Ward Cotton Burton,	
Charles Shorey Butler, Jr., . . .	Boston.
Eva May Butler,	Boston.
Harriet Emeline Carpenter, . . .	Brookline.
John William Carroll,	East Weymouth.
Frank Austin Cass,	} Cambridgeport.
Fred Arnold Cass,	
Lillian Maude Cate,	Wolfboro', N. H.
Harry Lucius Chase,	Boston.
Harry Lorenzo Chatman,	East Somerville.
Louis Osborne Cheever,	Boston.
Blanche Edith Chipman,	Boston.
Charles Bostwick Church,	Great Barrington.
Edward Lowe Clapp,	Boston.
Homer Crane Clapp,	} South Boston.
John Cotton Clapp, Jr.,	
Mabel Lillian Cross,	Boston.
Robert Wade Cunningham,	Boston.
Charles Elliot Currier,	North Troy, Vt.
Thomas Johnson Cushing,	Cohasset.
John William Daley,	Boston.
Edith Buffington Dalton,	Boston.
Emily Anna Daniell,	} Roxbury.
Lucy Catharine Daniell,	
Alanson Long Daniels,	Brookline.
George Lincoln Dodd,	Boston.
Lillian Mattoon Dowse,	Boston.
Gertrude Hollingworth Draper,	} Canton.
Robert Lincoln Draper,	
Fred Drew,	Boston.
Charles Dudley,	Abington.
Nelson King duPlessis,	Cochituate.

Frank Dutton,	}	Malden.
George Conant Dutton,		
Robert Talbot Eddy,		Dorchester.
Guy Carlton Emerson,		Orland, Me.
Florence May Enneking,		Hyde Park.
George Clarence von Ette,		Roxbury.
Charles Francis Fairbanks, Jr.,		Boston.
Edmund Franklin Folsom,		Boston.
Harry Chauncy Foster,		Quincy.
Joseph Walter Foster,		Malden.
Milton Evans Fottler,		Boston.
Frank Winsor Fowle,		Woburn.
Nathaniel Leavitt Francis,		Newton.
Albert Gardner Frothingham,	}	Malden.
Louisa Bartlett Frothingham,		
Edwin Lemist Furber,	}	Roxbury.
Everett Howard Furber,		
Walter Francis Gale,		Chicago, Ill.
Josiah Emery Gates,		Medford.
Céran Gabriel Gaveau,		Hayti, W. I.
Mary Fannie Frazer Gibbon,		Dorchester.
Edith Giles,		Dedham.
Nelson Goodyear,		Newton.
Frank Alonzo Greene,		Roxbury.
Walter Edwards Gregory,		Winchester.
Tomas Theodore Gutierrez,		Albuquerque, N. M.
Rudolf Frederic Haffenreffer, Jr.,		Jamaica Plain.
George Berton Hancox,		Boston.
Lyman Sawin Hapgood,		Gloucester.
Albert Lewis Hart,		Boston.
Edwin Frederick Haserick,		Boston.
Lulu Frances Herthel,		West Roxbury.
Charles Haven Higgins,		Longwood.
George Thatcher Hill, Jr.,		Boston.
James Henry Hilton,		Cambridge.
George Merrick Rice Holmes,		Boston.
Miriam Rebecca Houghton,		Dorchester.
Benjamin Hurd,		Dorchester.

Alfred Johnson,	}	Belfast, Me.
Ralph Miller Johnson,		Boston.
Parker Henry Kemble,		Boston.
Edward Bennett Kent,		Clifftondale.
Harry Whitman Kern,		Chicago, Ill.
Hortense Elizabeth Keyes,		Boston.
Edwin Nelson Kimball, Jr.,	}	Boston.
Emma Kimball,		Boston.
William Stockbridge Kimball,		Boston.
Harry Abbot Ladd,	}	Santa Fé, N. M.
Maynard Ladd,		Wellesley Hills.
John Murry Lally,		Smithfield, Mo.
Margaret Electa Lane,	}	Boston.
Ethel Louise Leigh,		Boston.
Walter Allen Leigh,		Boston.
Edward Fox Leonard,		Boston.
Frederick Burbank Leonard,		Boston.
William Henry Lewers,		Honolulu, H. I.
Kurt Listemann,	}	Jamaica Plain.
Paul Listemann,		Boston.
Arthur Elliot Locke,		Boston.
Warren Alden Lord,		Boston.
Robert Watson Mack,		East Boston.
Grace Ethel Macomber,	}	Boston.
Harrison Woodward Macomber,		Boston.
Mary Leavitt Mallon,		Boston.
Orlando Bidwell Manville,		Manchester, N. H.
Cora Isabelle Mason,		Boston.
William Chipman Mason,		Weymouth.
Charles Edward McIntire,		East Cambridge.
Hobart Emery Mead,		West Acton.
Cecilia Fritsche Merkel,		Boston.
William Barker Milliken,		Shellesbury, Wis.
Allan Bradford Monks,		Boston.
Abner Morse,		Canton.
Minnie Adams Morss,		Dorchester.
Carrie Maria Murdock,		Wakefield.
Alfred Eleazer Myers,		Boston.

Ellen Beal Newhall, . . .	Boston.
Myra Nickerson, . . .	Dorchester.
Leon Stanley Nichols, . . .	Dorchester.
Edmund Dana Palmer, . . .	Milton.
Laura Loring Parks, . . .	} Boston.
Samuel Loring Parks, . . .	
Frederick Emmons Parlin, . . .	Everett.
Percy Grosvenor Parsons, . . .	Boston.
Sarah Ann Peirce, . . .	Swampscott.
George Arthur Penniman, . . .	Lowell.
Edward Warren Phillips, . . .	Somerville.
Abram Sherman Pigeon, . . .	East Boston.
Herbert Leslie Poor, . . .	Cambridge.
Albert Linder Pope, . . .	} Boston.
Margaret Roberts Pope, . . .	
Alfred Charles Post, . . .	Dorchester.
Benjamin Hunt Pratt, . . .	Abington.
James Sturgis Pray, . . .	Boston.
Margaret Safford Putnam, . . .	} Boston.
William Edward Putnam, Jr., . . .	
Daisy Ellen Quinby, . . .	} Lake Village, N. H.
Harry Cole Quinby, . . .	
Charles Crockett Randall, . . .	Brighton.
Eben Richards, . . .	Weymouth.
Harold Barnes Roberts, . . .	Boston.
Miriam Gardner Robinson, . . .	Dorchester.
Frank Herbert Sampson, . . .	Boston.
Blanche Wynnefred Sanderson, . . .	Boston.
W. Gwendoline Sandham, . . .	Boston.
Sara Kendall Savary, . . .	South Boston.
Clifford Denio Sawyer, . . .	Boston.
Henry Buckland Sawyer, . . .	Chestnut Hill.
Henry Nathan Sawyer, Jr., . . .	Dorchester.
William Henry Sayward, Jr., . . .	Dorchester.
Charles Albert Florence Schmitz, . . .	Roxbury.
William Franklin Seaman, . . .	Charlestown.
Ella Florence Searle, . . .	Northborough.
Jacob Weld Seaver, Jr., . . .	Forest Hills.

Herbert Lewis Shattuck, . . .	Groton.
Chauncey Gideon Shaw, . . .	} Newport, Vt.
Helen Mar Fowler Shaw, . . .	
William Benoni Shaw, . . .	
Edward Spooner Shepard, . . .	Sharon.
Hattie Crosby Simonds, . . .	Boston.
Edwin Clarence Smith, . . .	Watertown.
David Allen Somes, . . .	Everett.
Edward Bell Staples, . . .	Stoneham.
Maud Lillie States, . . .	Boston.
William Bramhall Stearns, . . .	Brookline.
Alfred Lowell Stevens, . . .	Boston.
Jesse Ferguson Stevens, . . .	Boston.
Grace Emily Stone, . . .	Boston.
Griswold Stowe, . . .	Belmont.
Maude Evelyn Stowell, . . .	Boston.
George Holt Strout, . . .	Portland, Me.
Theodore Charles Tebbetts, . . .	Lynn.
George Holden Tinkham, Jr., . . .	} Boston.
Rebie Warren Tinkham, . . .	
George Edward Torinus, . . .	Stillwater, Minn.
John Sill Townsend, . . .	} Melrose.
Katharine Louise Douw Townsend, . . .	
William Vandervoort Tripp, . . .	Dorchester.
Herbert Charles Tuttle, . . .	West Newton.
Lena Miller Twombly, . . .	Dedham.
Caroline Emily Van Horn, . . .	Portland, Me.
Blanche Bell Walker, . . .	} Boston.
Guy Warren Walker, . . .	
George Wollaston Walker, . . .	Boston.
Harry Cragin Walker, . . .	Cambridgeport.
Wallis Dunlap Walker, . . .	Boston.
Thomas Walkup, Jr., . . .	Chicago, Ill.
Mary Olive Ward, . . .	Roxbury.
Herbert Leavitt Wardner, . . .	Dorchester.
Philip Augustus Warner, . . .	Auburndale.
Mary Ross Warren, . . .	Brookline.
Thomas Edward Webb, Jr., . . .	Charlestown.

John Reed Whipple, . . .	Boston.
Grace Ray Whitaker, . . .	} Brookline.
Willard Ezra Whitaker, . . .	
Edith Elizabeth White, . . .	} Boston.
Ralph Herbert White, . . .	
Elizabeth Hammond White, . . .	Dedham.
Myron William Whitney, Jr., . . .	Boston.
Allen Hamilton Williams, . . .	Fort Wayne, Ind.
Bertrand Whittier Willson, . . .	Dedham.
Frederick Allen Wilson, . . .	Somerville.
Winslow Abbott Wilson, . . .	Dorchester.
Waverley Tillinghast Wonson, . . .	Boston.
Walter Hutton Woods, . . .	Boston.
George Buckham Wright, . . .	Duxbury.
Albert Mason Wrigley, . . .	Revere.

SKETCHES OF
PART OF THE SCHOOL WORK,
AND OF THE
GENERAL MANAGEMENT.

FOR some of the principal divisions, see as follows :

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PREPARATION FOR BUSINESS.

THE school tries to prepare its pupils for *practical business life*; but it uses that term in a broad and generous meaning. It aims in its commercial preparation to send out young men of cultured minds, correct habits, and good manners.

The high position of Chauncy men in the mercantile community is partly owing to the fact that, throughout their school course, close attention was paid to the things that are imperative for business success.

☞ They were taught to write a neat and legible hand; to be masters of business arithmetic; to speak and read English well; and to write good English.

But the graduates of this school have gone to their employers not only with a careful training in these indispensable matters, but also with minds sufficiently cultivated in various ways to enable them to comprehend easily the new duties upon which they entered; with good habits to gain the confidence of their employers; and with the manners of gentlemen to win the favor of other persons with whom they were brought into contact. In short, they had left school *qualified to begin* their work.

Said Mr. EUSTACE C. FITZ, President of the Boston Board of Trade for 1884, in a published address:

“The structure of a mercantile life will stand better on a broad base than on a narrow one. A business man should have his faculties developed and his mind informed. If ‘knowledge is power’ to any, it most assuredly is to him who deals largely with men and things. The highest examples of the merchant citizen are those who have studied something besides the laws of commerce and finance, and who therefore possess breadth and culture above the average.”

Pupils at Chauncy Hall who are intending to take a high position in business life not only have a thorough preparation in the branches mentioned first, but are also well grounded in Natural Science, English Literature, Modern Languages, Ancient and Modern History, etc. In English Literature, they take the full course required for admission to Harvard University, as described on page 74.

The instruction and discipline of the school aim to aid in developing the moral principles, improving the manners, and forming the habits of its pupils. The principles of honor and truth are appealed to as the great regulators of conduct, and every one is trusted as long as he is found worthy.

The important habits of **punctuality**, **regularity**, and **precision** are cultivated by the arrangements and requisitions of the school. Every day has its fixed and certain exercises, which recur with unfailing regularity; and it is soon understood by pupils, whatever may have been their previous habits, that an appointed day and hour mean exactly what their names strictly imply, and not the next day or hour, or some apparently more convenient season. School is opened and closed, classes go and come, lessons are set and recited, compositions and written exercises are required and demanded, engagements are made and kept, with a regularity that is found to be practically unfailing. This precision appeals to the instinct of order that exists in every human being, and helps to develop it to the degree necessary to resist the temptations and obstacles that are often allowed to smother it; and it gives the possessor that pleasure that always accompanies the prompt and regular performance of every duty.

So, too, of many other matters in which exactness and precision are elements, and which go to make up those business habits which are of such importance both to the individual and to his friends. Written copies and exercises are expected to be correctly dated; compositions, &c., to be properly folded and superscribed; weekly reports to be duly carried home, and brought back with the parent's signature; in fact, all the *business* of school life must be properly and correctly despatched. The boy is thus educated in *business habits*, a thing of more importance to his future success and to the comfort of his employers and associates than any one accomplishment or branch of learning. In a recent Report of the Institute of Technology, President WALKER well says:

“In practical business life, success is to be gained far less by talent or acquirement than by promptitude, by punctuality, by industry, by self respect, and by strict attention to duty.”

Some remarks on business matters in the foundation and growth of the school will be found in the extract from the “Fiftieth Annual Report” on pp. 11-12; and in Mr. CUSHING'S “Parting Words” on pp. 100-102. As good health is indispensable for success in business, attention is invited to pp. 58-62.

Parents are reminded that the building is in a part of the city where there are no temptations to lead a student into bad habits.

For students who cannot afford time for the full mercantile course,

A SPECIAL BUT THOROUGH BUSINESS COURSE

at very low rates, has been established. It consists of Book-keeping, Arithmetic, Spelling, Composition, Penmanship, and Military Drill (see p. 77). The lectures mentioned on p. 69 are also open to them.

PREPARATION FOR COLLEGE.

CHAUNCY HALL takes great pride in the long list of graduates whom it has prepared for college during the past fifty years. The experience and success of the teachers in charge of this department authorize us to ask the careful attention of parents who are intending to give their children a collegiate education.

One means of this thorough preparation is the small size of the classes in ancient and modern languages. If a pupil is in a large class, he cannot receive sufficient help in his efforts to master the difficulties of a foreign language; and if he is entirely under the care of a private tutor, he loses the drill and development that can be obtained only by contact with other scholars of his age.

The arrangements here aim to *combine class work with private instruction*. The Latin classes, for instance, are divided into sections that seldom have over ten members each; so that every scholar receives a great deal of personal attention.

From the outset the endeavor of the teacher is to make the study of Latin and Greek interesting, and therefore agreeable. The necessary drudgery involved in learning the etymology of these languages is relieved by bringing the forms of words into constant use in the building of sentences both oral and written. The rules of syntax are taught inductively, by observation and comparison, no mere memorizing of rules

being allowed before the principles involved are seen in their application and clearly understood. A comparison of the idioms of the foreign language with those of the mother tongue is made at every step, and a large number of phrases involving differences of idiom are through constant practice securely lodged in the memory. Believing that the best fruit of practice in translation is the facility it gives the pupil in the use of his own language, we insist strenuously upon having all translation done into idiomatic English, and always the best English that the pupil, aided by the teacher, can command. A literal, word-for-word translation is often necessary, especially for beginners, to enable them more easily to get the drift of a passage, and to make sure that there is no hap-hazard guessing at the meaning; but this is always followed by a rendering into *good English*.

“Reading at sight” is practised from the earliest possible moment, and continued to the end of the course. After the pupils have acquired a pretty extensive vocabulary, they are required from time to time to prepare their lessons—as completely as may be—without using the lexicon. This is to teach self reliance and the avoidance of what is too apt to become a slavish dependence upon the lexicon. The effort to get at the meanings of words from their derivation and context tends to sharpen the wits and induce the habit of close and accurate thinking. As the pupil increases in the ability to grasp the author’s meaning quickly and surely, his enthusiasm increases, and he finds more and more pleasure in the work.

The same careful preparation is made in the natural sciences and English literature required for college; for which see pages 68 and 74.

Pupils are fitted for Harvard not only in "maximum" classics, but also in "maximum" mathematics and sciences.

Extra help on difficult points may be obtained out of recitation hours.

The proposed modifications in the requirements for admission to Harvard College may require essential modifications in our present classical course. We are prepared to meet any probable demand that may be made in that direction.

Girls fitting for college here take the same course as boys, and join the same classes.

PREPARATION FOR PROFESSIONAL SCHOOLS.

STUDENTS wishing to enter professional schools without going through college can join the classes already formed, and receive the same attention and training as those who pursue the full college course. Many young men have already availed themselves of this advantage, and have entered several of the *leading law and medical schools*.

PREPARATION FOR THE INSTITUTE OF TECHNOLOGY.*

THIS school makes a specialty of preparing scholars for the Institute, and aims to fit its candidates so thoroughly that they will not be weighed down by having to make up deficiencies after entering. During the last year before entering the Institute, they are taught in a class by themselves, so that the closest attention can be given to the studies demanded for their entrance examination.

Most High Schools cannot form a special class to be fitted for the Institute, because their small corps of teachers is fully occupied in preparing part of the pupils for business and part for college; so that those students who wish to go to the Institute cannot have that attention which is needed to enable them not only to enter with honor, but also to grapple successfully with the severe work which comes to them during their first year after entrance.

Reference is made to the President and Faculty of the Institute in regard to the success which for many years has attended the candidates presented by this school.

Chauncy Hall is within two minutes' walk of the Institute, and frequent use is made of this opportunity

* For preparation for College, see p. 43; for Business, p. 40.

for consulting the professors, so that the preparation of candidates may be in accordance with their future line of work.

The school does not desire the presence of any student whose parents care more to have him *get into* the Institute, even if poorly qualified, than they do to have him *come out* of it well equipped for his life work. Thorough preparation can be made only by faithful work extending over sufficient time.

Scholars who have passed through the Second Class in the English Department of this school with credit, and who have studied French carefully not less than one year, can then usually be prepared for the Institute by one year's additional work, provided that notice of their intention is given at the beginning of the school year; and also provided that they have good health, good eyesight, and a thorough understanding of each day's lessons.

The year's notice is necessary in order to guide the studies directly to the proposed end; because the course varies somewhat from that pursued by the scholars who are fitting for a mercantile career, or who are seeking general culture.

It will be seen that this provides for only two years' study of French. But scholars intended for the Institute would do well to begin French earlier, if possible.

The Institute Section of the First Class, besides the studies required for the Institute, will take such of the General Exercises of the school (see page 26) as, in the judgment of the teachers, time will permit. They will generally be expected to take, also, the Shakespeare lessons of the other sections of the First Class.

This is in accordance with the aim of the school to give as broad a general training to its Institute candidates as their special work will allow. This feature of the preparation is one of the reasons given by professors at the Institute for placing their own sons here to be fitted for that institution.

The lectures by Prof. VOSE, lately of the Institute, mentioned on page 69, were given especially to the Institute Class.

The recommendation is renewed which has been made in previous catalogues, that Spanish should be begun at an early age by pupils who intend to be mining engineers. Several graduates now living in Mexico, California, and Arizona have written to the school to urge the value of Spanish for Institute preparation.

As good health is one of the imperative qualifications for success at the Institute, parents are invited to read pages 58-62.

Members of the Institute Section will find their requirements for a diploma on p. 107, and for a prize for entering the Institute without "condition," on p. 115.

Requirements for Institute. — So many letters are received here every year asking for the requirements for admission to the Institute, that the following statements are copied from the last catalogue of that institution :

“To the student, the importance of thorough preparation is great ; since the character and amount of instruction given in the school from the outset leave little opportunity, for one imperfectly fitted, to make up deficiencies, and render it impossible for him to derive the full benefit from his course, or perhaps even to maintain his standing.

After September, 1886, no student will be admitted who is under seventeen years of age.

The requirements in the various subjects are as follows :

1. *Arithmetic*.—Prime and composite numbers; greatest common divisor and least common multiple; ratio and proportion; common and decimal fractions; percentage; simple and compound interest; compound numbers; metric system of weights and measures; and square root.

2. *Algebra*.—Fundamental operations; use of parentheses; factoring; highest common factor; lowest common multiple; fractions, simple and complex; simple equations, with one or more unknown quantities; involution of monomials and polynomials; evolution of monomials and polynomials and the cube root of numbers; the theory of exponents with applications; radicals, including rationalization, imaginary quantities, properties of quadratic surds, square root of a binomial surd, and solution of equations containing radicals; quadratic equations; equations in the quadratic form; simultaneous quadratic equations; theory of quadratic equations; ratio and proportion; arithmetical progression; geometrical progression; binomial theorem, with proof for a positive integral exponent.

3. *Plane Geometry*.—As much as is contained in the first five books of Chauvenet's or of Wentworth's Geometry. Much more importance will be attached to the applicant's ability to demonstrate new propositions than to reproduce the demonstrations of those propositions which he has learned in his text-book.

NOTE.—*Solid Geometry*.—Candidates will be allowed an examination in Solid Geometry, and if successful, will be excused from studying the subject after admission.

4. *French*.—Elements of grammar and some practice in translation. Part One of Otto's Grammar, with fifty or sixty pages of easy reading, represents, in general, the required amount. Practical exercises, both oral and written, are essential.

NOTE.—*German*.—Candidates not prepared in French will be permitted to substitute an equivalent in German. Otis's "Elementary German" represents the required amount.

5. *English*.—The elements of English grammar as they are to be found in Prof. Whitney's "Essentials of English Grammar," or an equivalent; the principal rules respecting correctness of style as they are to be found in Campbell's "Philosophy of Rhetoric," Book II., or Whately's "Elements of Rhetoric," Book III., or in any reputable modern school Rhetoric.

6. *History and Literature*.—So much knowledge of recent history as may be obtained from Mackenzie's "Nineteenth Century," or an equivalent. Such a knowledge of the periods into which the history of English literature is divided, and of the chief writers therein, as may be obtained from Brooke's "Primer of English Literature," together with evidence that the candidate has really read, and is more or less familiar with, some of the classical English writers in prose and verse.

7. *Geography*.—The text-books intended for use in grammar schools usually represent the amount of preparation required. Practice in free-hand map-drawing from memory is strongly recommended.

Students will find their progress in Physies and Chemistry promoted by making themselves thoroughly familiar with so much of Physies as is contained in Balfour Stewart's Primer.

A knowledge of the Latin language is not required for admission; but the study of Latin is strongly recommended to persons who purpose to enter this school, as it gives a better understanding of the various terms used in science, and greatly facilitates the acquisition of the modern languages. Those who intend to take the course in Natural History or in Biology, preparatory to Medical Studies, will find it advantageous to acquire also the elements of Greek."

EDUCATION OF GIRLS.

FOR more than thirty years the school was exclusively for boys; but in 1862 a few girls were admitted at the request of parents who wished their daughters to receive the same regular, systematic, and thorough education as their sons, and to be subject to the rules and discipline of a large school. As a body they have shown themselves fully equal to the work, and in regularity of attendance and performance of duty have fully equalled the boys. Among them have been some excellent scholars in classics, mathematics, and *belles-lettres*, part of whom have entered colleges, whence several have already graduated with distinction.

They are now in every department, from the Kindergarten to the Post Graduate Class, and probably surpass in number those at any other private school in Boston.

One great advantage for girls at Chauncy Hall may be found in the variety of courses of study.

The Regular English Course gives a broad and thorough English education, with the addition of whatever languages may be desired.

The Classical Course fits for any college, in the same classes with boys intended for Harvard. In these days, when so many women are seeking more thorough training for their work, this is an important consideration.

The Business Course gives an insight into the details of business, often so necessary for women later in life.

Variations from these regular courses allow girls who are unable to follow a full course of study, either through delicate health or need of time for other things, to select such branches as seem best fitted for their strength and needs, and to pursue them under favorable conditions. Such a selection often proves to be just what is wanted as a

Course for Graduates of High Schools, who wish to do advanced work in one or two special lines. All the classes in a given study are open to such students at the same rates as for but one class. In French, for example, some scholars have two or three daily recitations, besides an hour for French conversation. Similar facilities are afforded for Algebra, Arithmetic, German, Latin, and many other branches.

In **English Literature and Elocution** there is a full and very interesting course, and particular attention is paid to that most important matter, **English Composition**. This year many of the members of the Post-Graduate Class mentioned on page 74 are young ladies from eighteen to twenty years of age.

For the arrangements for Special Students, see p. 22.

While special courses are often advisable for certain cases, it is better, when practicable, for little girls to begin with the Kindergarten or Primary, or even with the lower classes in the Upper Department, and follow the whole course of school work. A good foundation for later study is thus ensured, and more thorough scholarship may be expected.

Special attention is paid to these little girls in regard to health and studies, and the corps of teachers is so large that necessary assistance in the prepara-

tion of lessons can always be given. By this means, the slow and backward are enabled to do their best, while the quick may make as rapid progress as their physical powers allow.

The Primary Department is on the ground floor, and has windows to the east and south, giving sunshine throughout school hours. The study room for the older girls is but one flight above this, and is in the same sunny corner.

This is now the seventh year that the girls of the Upper Department have had a cultivated and experienced woman to preside over them. Mothers are earnestly requested to furnish her with full information of the mental and physical characteristics of the daughters they place under her charge, as she gives to the studies and reports of girls the same care and inspection which boys receive from their superintendents, as explained on page 9. (See also page 64.)

Since September, 1881, she has been brought into still closer relation with them by having entire charge of their study room, except when it may be temporarily assigned for recitation to another teacher. Miss A. A. Brigham filled this office till September, 1883, when she was succeeded by Miss Mary E. Peirce.

At the same hour that the boys go to the gymnasium for military drill, the girls go to the school hall, where, under careful and experienced teachers of their own sex, they have a variety of vocal and calisthenic exercises, which are a valuable and agreeable feature in their education.

These lessons in vocal culture and calisthenics are but twenty dollars a year to a special student. They are free to one who has studies for which she pays not less than sixty dollars a year. Ladies are invited to see

these lessons any day but Wednesday and Friday, at twelve o'clock.

By reference to page 116, it will be seen that the girls took their full share of prizes at the last exhibition. The objections often so justly urged against a prize system, especially for girls, whose susceptible organization renders them peculiarly liable to over-stimulus in work and in feeling, are without weight here, because there is **no competition** for prizes given by the school (see page 110), and **health** is of the first importance in all the school arrangements (see pages 58-62, 97).

But among girls, as among boys, some of the best scholars take neither prizes nor diplomas, owing to some variation from the regular school course. This is particularly the case with young ladies who, after graduating from high schools, come here to pursue special studies.

The example of girls as pupils here keeps pace with the growth of the school in all good things. This is noticeably the case in regard to

DRESS.—For a long time the over-dressing of girls at school, particularly on exhibition days, has been a source of anxiety to thoughtful educators and parents, and of severe comment by the press.

Fourteen years ago, when girls began to take part in the annual exhibitions of this school, one of the most influential daily newspapers in Boston expressed the hope that the school which had done so much for the thorough training of boys would use its influence in behalf of the simple dressing of girls. This it has done very quietly and effectually, with the judicious coöperation of nearly all the mothers who have entered their daughters here.

Girls who are intending to take the course now open at Harvard, or to prepare for any other college, have the great advantage of reciting in the same classes with boys *who are on the regular course of preparation for Harvard*, and of being under teachers who have successfully carried on such preparation for many years. Such students have been fitted here or are now fitting for Smith, Vassar, and Wellesley Colleges, Cornell and Boston Universities, the "Harvard Annex," and the Institute of Technology. Those who wish to make preparation for college are referred to page 43.

The courses of study at the Institute of Technology are open to all, without restriction of sex; and some of these courses are as well adapted to girls as to boys. For Preparation for the Institute, see page 46.

CHILDREN
FROM NINE TO TWELVE YEARS OF AGE,
SUFFICIENTLY ADVANCED TO ENTER
THE LOWEST CLASS IN THE UPPER DEPARTMENT.

ATTENTION is particularly called to the fact, that a child in that class is not put under the entire care of one woman (who may or may not be a person suited to the disposition and temperament of the child), as must be done in a large public school, where a class remains under the care of a single teacher during a year; but here every pupil receives instruction from *several men and women*, most of them of high education and long experience, who hold stated meetings for the purpose of kindly discussing, among other topics, the peculiarities of the pupils, that such peculiarities may be recognized for judicious encouragement or correction.

Readiness in Long Division and a corresponding acquaintance with Geography, Reading, and Penmanship are required at the beginning of the school year; after that time, as much more knowledge as the class may have gained.

The nucleus of this class is the class promoted from the Primary Department; but there are many accessions from other schools and from families whose children have previously been taught at home.

Next to sanitary considerations, the strongest influence in bringing these little people here has been the care given to the needs of each one.

This class has more than its share of the great number of teachers connected with the school. This is especially the case in Arithmetic, Reading, Writing, and assistance in *preparation* of lessons. Besides all this, more of the especial work done by superintendents is given to this class than to any other. (For superintendent of boys, see pp. 9 and 13-15; for girls, pp. 9, 13, and 53.)

These young pupils are usually dismissed half an hour earlier than the older scholars, and, when practicable, a still earlier dismissal is allowed.

For children not quite so far advanced, the first class in the primary department (see p. 122) is an excellent place of preparation for the upper school; but some parents prefer in such cases to have their children enter the upper school at once and remain two years there in the lowest class, according to the arrangement described on pp. 29-31.

HEALTH.

SEE page 122 *about the care for health in the Primary Department, as those statements apply in substance to every part of the Upper Department.*

Reference has already been made to the fact that the full course of study is a positive benefit to most pupils in regard to their bodily health, and that there is a reduced course sufficiently flexible in its requirements to be adapted to delicate students of any age. (See pages 26, 30, 52, 57.)

A very large majority of the pupils here are in excellent health.

On page 90 it is mentioned that there is no class-rank to cause feverishness and worry; and on page 111 it is shown that pupils who care for prizes can win them by examinations, and that this way also gives a fair chance to pupils who are absent occasionally on account of illness.

DRAINAGE.—The thorough manner in which the house was built is not considered a reason for trusting to probabilities; but the plumbing, drainage, etc., are examined twice a year by a sanitary expert.

VENTILATION.—Such ill success has attended the attempts to ventilate most public buildings that it has been almost doubted whether ventilation is a possible thing. The question has been solved, however, by the expenditure of sufficient money, at the right stage of building, to construct proper apparatus, and by con-

stant watchfulness afterwards. A visit to some of the rooms of the building, after several hours' occupancy, will be more convincing on this head than pages of description, and all interested in the subject are invited to put the ventilation to this test.

WARMTH.—The heating apparatus, also, does its work admirably; giving an equal and full supply of moderately heated fresh air in all parts of the building, and at all times of the day. In cold weather the scholars do not have to wait an hour after school begins, to have the rooms warmed, but the thermometer is at 68° at 8.30, and the temperature seldom varies over two degrees during the day. One secret of this success is a sufficient outlay both of money and personal trouble. Without these, the present state of science cannot furnish comfortable heating or efficient ventilation.

DRYNESS is made certain by keeping the fires burning day and night, not only during term time, but through the vacations in cold weather and through the last three weeks of the summer vacation. In the warm weather the heat passes through the seven ventilating shafts during the day, but at night the heat is turned into the building, so that dampness is unknown from the upper floor to the basement.

EYESIGHT AND POSITION.—The furniture was made on a new pattern expressly for the school, under the approval of several eminent physicians. It is believed to be free from tendency to cause spinal troubles, the foundation of which is so often laid in school; and the desk is so arranged that the slant can be instantly changed from the proper angle for writing to one suitable for reading, so as to keep shoulders and eyes in proper position. In all the rooms the light comes

from the left during study hours; and not only are the walls so tinted as to prevent glare, but the different rooms have different tints, which afford rest to the eye in the hourly change of classes.

When there is any peculiarity about the eye requiring special care, it is well to bring written directions from an oculist.

Notwithstanding the interest aroused both in Europe and America in the investigations by Dr. B. JOY JEFFRIES in regard to color blindness, Chauncy Hall was the first private school to call upon him professionally for an examination of its pupils.

SUNSHINE.—In many large school-houses, some classes remain for several successive months in rooms where no sunshine can enter; but the classes here are so arranged that every pupil spends part of every day in a sunshiny room.

This change of rooms is also valuable in affording exercise and change of position. There are many children so constituted that both mind and eye are refreshed by being in several rooms in the course of a day and by reciting to different teachers.

The experience of more than half a century may be worth something in considering the question of

SCHOOL HOURS AND OUT-OF-SCHOOL STUDY.—For the delicacy of health of many children to-day, one cause is often said to be "studying too hard" or "studying at home." In the same connection it is often alleged that in former times health was more robust. This is an open question when applied to the majority; but even if it were an established fact, it should not be forgotten that school requirements were formerly greater than now.

Forty years ago, school sessions occupied from thirty to thirty-three hours a week. All pupils who were looking for anything more than a narrow education studied out of school from two to three hours a day. Vacations were only five or six weeks in a year. But now the sessions at Chauncy Hall are twenty-five hours a week, of which two and a half hours are spent in military drill or gymnastics; there is a daily recess of half an hour; and the vacations have increased to thirteen or more weeks.

Further, European children are often mentioned as enjoying better health than Americans. Yet in the schools of France, Switzerland, and Germany, the study hours are longer than here; while the vacations are short, and long lessons are assigned for vacation study. But a European boy or girl is not allowed to be out two or three times a week till midnight at parties or the theatre, or to sit up late at home, or to regulate food, clothing, or exercise by personal caprice.

Parents need not fear bad results of study in itself, if they will keep us informed of the appearance of their children at home, so that, in special cases, special adjustments of the school programme may be made.

The few cases of downright injury that have occurred were where *parents paid no attention to earnest warnings from the school* that their children were going too fast; but the majority of healthy scholars are less likely to suffer from over-study than from bad habits brought on by indolence. One of the most thoughtful observers in the country, Prof. WM. T. HARRIS, has lately said, "In five cases out of six, more likely in nine out of ten, there is more underwork than overwork." The career of many hundred pupils has been carefully watched, and it is found, as a rule, that

the hard workers become healthy adults, whether their attention is turned to letters or business.

The large and airy GYMNASIUM of the Institute of Technology is open to members of the Upper Department.

LUNCHEONS.—These still demand much more careful attention than they receive from some families.

Scholars who live near the school-house are encouraged to go home for lunch; many who live at a distance bring the best food possible under the circumstances, that which is put up at home under their mothers' supervision; others have a warm lunch or an early dinner at one of the hotels or cafés very near the school; but the number who have nothing, or chiefly pastry worse than nothing, is large enough to cause grave anxiety.

It is of little use to reduce after-school detentions to the lowest point consistent with discipline and thoroughness, as mentioned on page 104, and to arrange for varied lessons, frequent change of position, softened light, proper attitude, even temperature, and pure air, if health is constantly undermined by inattention to food.

Any pupil who finds any lunch time all occupied by extra recitations *must immediately report the case* to his Superintendent or to one of the Principals, and arrangements will at once be made for him.

ATTENTION is called to the special care of the health of GIRLS (see pp. 52-53), and of LITTLE CHILDREN (see page 122).

STUDIES AND OTHER MATTERS.

LETTERS of inquiry are often received in regard to the system of instruction.

Whether the following may be considered by all as "a system" or not, it has proved itself to be a way that makes thinkers, and awakens a desire to seek further culture after leaving school. The only "system" which the school has may be put into these few lines:—

1. Care for the body, so that time may not be lost by headache, weak eyes, and other ailments that are so often caused or increased by want of attention in school.

2. Taking pains to help parents in keeping their children pure in character and refined in manners.

3. Studying the mental peculiarities of each pupil so that the best training may be applied to each particular case, instead of treating scholars like so many grains of corn in a mill.

4. Having teachers enough to attend to the needs of every pupil.

"Children are treated by a plan which implies that they are alike, but the assumption is not true. They are unlike, the differences among them are great; and when it comes to the processes of education, these differences are fundamental. Children differ widely in their mental faculties, in their capacity of apprehension and retention, in aptitude for different kinds of mental effort, in quickness of

perception, in moral sensibility and power of self-restraint, in organic soundness and capability of endurance. To cultivate them all alike is to do violence to those peculiarities which make up the individuality. They can neither be taught in the same way with the same results, nor plied with the same motives with equal effect, nor subjected to the same degree of strain without injurious consequences."—Editorial in *Popular Science Monthly*.

CO-OPERATION OF PARENTS.

Great pains is taken in regard to new comers to record all their peculiarities that can be learned from their parents. These notes are always a great help. But there are cases where the parents are undecided about sending, and no notes are taken. Subsequently the children enter, without our having any clew to their characters. If parents will *make sure* that the peculiarities of their children are understood here, we shall be able to give them much better aid in the education of their children than will otherwise be possible.

See pages 9, 53, 56.

Every father and mother, and every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the PRIVILEGES, REGULATIONS, &c., on pages 103–106.

VISITORS

Are welcomed to all classes at any hour, provided they will remain through the recitation; but those who wish merely to examine the building are requested to call only at 8.30, 12, or 2.30 to 3.30. See page 10.

In term time, except on Saturdays, one of the Principals is usually here from 8.30 to 4. Some

teacher is at the school on Saturdays, and generally on other holidays, from 9 to 1. This is especially for the accommodation of business men who cannot call on other days.

In vacation, the house will be open in August on Monday and Thursday, from 9.30 to 1; and at any other time in July or August, if a person wishing to enter a pupil will give three days' notice. On and after Aug. 23, the house will be open *daily* from 9 till 2. During June, after the close of school, it will be open daily, from 9 to 1. (See Calendar, pages 6, 7.)

ORDER OF EXERCISES.

Soon after the opening of the school year, a printed Order of Exercises, telling, to a minute, the times of recitations, recesses, &c., is sent to each family, *for the use of the parents*, not only that they may know what lessons should be studied on each evening, and when to visit the school to hear particular recitations, but also that they may not ask to have their children dismissed early on days when recitation comes during the last hour (see the first paragraph under "Privileges," on p. 103), and may avoid recitation time when they are obliged to call on their children during school hours merely on business. It shows, also, at what times communication with the school by telephone may most easily and conveniently be made, as explained on page 106.

NATURAL SCIENCE.

THE school endeavors to meet the growing demand for scientific training with a course of study which aims to give to each student an opportunity to pursue some one branch with special pleasure and profit. The arrangement of the scientific course is meant to correspond with the natural development of a child's mind. In the Sixth and Fifth classes he is instructed in descriptive zoölogy. No text book is required, although the children are advised to use any of the reliable books on the subject which are now made so attractive, but the teacher depends upon the natural power of observation which the child possesses, and aims to develop this. From observation the child is led to comparison, and thus gains, in an elementary way, the power of generalization and classification; a power demanded at every step of his education. Written recitations are required sufficiently often to test the knowledge gained. These help to develop powers of description, and thus serve as additional language lessons. So far as practicable, living examples of classes of animals are brought into the class room, or the children are taken to the Natural History Museum. The free access to this Museum permitted to the classes at all times is a great privilege, and is rendered far more valuable by the nearness of the Museum to the school.

By the Fourth Class is taken the study of Botany, which yields in the winter to a brief course in descriptive Mineralogy and Geology. Here again, habits of observation are urged and encouraged; and the interest taken in supplying the class room with buds, leaves, flowers, fruits, &c., in planting and watching the growth of seeds, all testifies to the fact that in the study of her laws and beauties nature furnishes her own best text book. It is wonderful to see how easily children will acquire the scientific terms of Botany that are often a bugbear to older scholars, because their keener observation and livelier interest stimulate them to value justly the words which express for them, with exactness, the distinctions which they have perceived for themselves and are eager to tell.

When the class turns from Botany to Mineralogy and Geology, the interest does not die out. Often the minds which have been but slightly interested in animate nature grasp the study of the inorganic world with yet greater avidity than others. The study of soils, the different varieties of coal, the formation of the more common rocks, the characteristics of some of the most common minerals, &c., afford abundant food for observation and discussion during the winter months. The commercial value and uses of the common metals and minerals, the regions where they are most abundant, methods of mining and of extracting the metal from the ore, all prove very interesting to the boy who may in the future find his profession or business largely connected with the immense mineral wealth of this country. And it is probable that even a year as early as that which a boy spends in the Fourth Class may be the very one which aids him in selecting the work or profession best suited to his inclinations and abilities.

The Third Class continues, at the discretion of the teacher, some line of scientific investigation, leading into the study of Physics in the Second Class. The practical, every-day importance of this study is kept before the mind, and much of the work bears on the explanation of commonplace phenomena and occurrences.

A very good reference library, entirely separate from the other reference books of the school, is always open to the students for consultation.

In addition to the regular work done in Physics by the Second Class, preparation is made for Harvard in both **Minimum and Maximum Physics**.

Lectures on some other scientific subjects are given to those members of the First Class who have the taste and time for them.

CHEMISTRY.

The First Class have in Chemistry two recitations a week. Frequently the entire time of these is devoted to laboratory work; the scholars being obliged to perform the experiments themselves. For this purpose, the laboratory is fitted with all necessary conveniences. The class generally work through all the prominent experiments in general chemistry the first half-year, and in the second half-year take a simple course of analytical chemistry. Besides this, advantage is offered for afternoon practice in additional experiments, and some scholars eagerly avail themselves of this privilege.

DRAWING.

Drawing is taught in all the classes. A study is made of the Elementary Forms, in geometric drawing

and in working drawings; of the appearance of objects, embodying the principles of Perspective; and of Decoration, in connection with which the pupils copy designs and make arrangements of their own. The upper classes give some attention to architectural ornament and to the styles in architecture, by means of flat copies and of the casts in the Art Museum, to which the classes have free admission for this purpose.

There is some drawing from objects in each class.

LECTURES.

Another series of practical talks to the Upper Classes about Bridge Building and Railways, similar to that of last year, has been given by Prof. GEORGE L. VOSE, lately of the Massachusetts Institute of Technology.

Lectures on Botany have been given by Mr. FREDERICK L. SARGENT, of the Botanic Garden, Cambridge.

A Week in Athens has been described by Mr. THOMAS CUSHING, formerly Principal of the school.

PHOTOGRAPHS FOR SCHOOL USE.

From friends of the school, at different times, have been received photographs of scenery, public buildings, works of art, and celebrated persons. These pictures are very useful in illustrating lessons in Geography, History, and Literature. It is hoped the collection may be increased, not only in variety but also in duplicates, which are a great convenience in class work.

LITERATURE AND ELOCUTION.

THE school has for many years made the study of English a specialty. In each of the departments of Oral Reading, Declamation, Composition, and Literature, there is much direct training; but a gain of time and effort has been found in a practical recognition of the natural interdependence of all knowledge and the art of suitable expression.

Accordingly, in all the school exercises the use of good English is required; while a recitation given only "in the words of the book" is rarely accepted. Literature reaches a pupil partly through the oral reading in class, which is generally selected from standard authors, and partly through the books which are assigned for home perusal, or which, in the youngest classes, are read aloud by the teacher. Much of the elementary training in composition is given by requiring care in all written exercises, and by making such exercises as frequent and as practical as possible.

Beneath all methods is the constant endeavor to cultivate such taste for "books that are books," and to establish such habits of attentive reading, as will last beyond the brief period of school. Long experience has shown that nothing will ensure this result but the pupil's personal enthusiasm, individual work, and direct familiarity with the masterpieces of literature.

The advantage of combining the pleasures arising from well-selected books with the steady drill necessary for "the art of speaking, reading, and writing correctly" appears in the extra work voluntarily done by many pupils. The use of the reference library is

steadily increasing; many pupils read for pastime the entire works of an author of whom only a specimen had been assigned for study; and others buy standard books.

ORAL READING.

Before each reading exercise, there is generally a quick but comprehensive review of the points of the lesson, brought out by questioning every pupil. This tends to secure careful preparation and intelligent inflections. While independence in thought and in style of reading is encouraged, exact knowledge of the meaning and pronunciation of every word in the portion assigned is strictly required. If a pupil fails in this, he is sent to a dictionary at once, to find out for himself. Private assistance in reading may always be had, and is frequently obtained by the more ambitious.

Three pupils who were prepared here for Harvard have been instructors of elocution in the University, and have become distinguished in their several lines of elocutionary work. These are Mr. Howard M. Ticknor, now instructor in Brown University, Mr. Franklin H. Sargent, director of the School of Dramatic Art in New York, and Mr. George Riddle, Shakespearian reader.

The regular reading exercises of the lowest two classes (the Sixth and Fifth) are varied by selections from modern authors, with suitable comment and information given by the teacher. Their direct training in Literature is begun by reading to them, at regular periods every week, selections from Hawthorne's "Tanglewood Tales" and from other simple and spirited versions of mythology, and from the Iliad

and *Odyssey*. These readings are interspersed with explanations and illustrations. Great interest is manifested by the pupils; and their subsequent renderings of the stories, oral or written, often show intelligent and accurate recollection.

In the Fourth Class, "School Days at Rugby," by Thomas Hughes, is substituted for the usual "reader." Its vivid description of English school life and customs, illustrated at Chauncy Hall by photographs of Rugby itself, awakens in the pupils a lively interest. While this book is admirable for its high moral tone and its elocutionary capabilities, it does not afford sufficient literary training. This defect is remedied by introducing, at intervals, selections from the modern standard authors. In both these ways excellent preparation is made for Scott's "Lady of the Lake," "Marmion," and "Lay of the Last Minstrel," two of which poems form the year's class reading for the Third Class.

The regular reading of the Second Class is Irving's "Sketch Book," while the First Class reads two or more of Shakespeare's plays.

In all classes there are regular examinations in reading, of such a character as to test both the elocutionary attainments and the literary knowledge of each pupil.

HOME READING.

In addition to the regular class work, every member of the High School Department is required at stated times to give an abstract (either oral or written) of some book or portion of a book previously assigned for home reading.

This exercise replaces the regular reading lessons on

dates that are printed in advance in the annual catalogue (see page 26). Preliminary talks are given about the author and his writings, the merits and style of the book assigned, and its rank in literature.

The amount to be read for each abstract is varied according to the age and ability of the class. To ensure the best results, a small amount of careful daily reading is urged, in preference to the intermittent reading of larger portions.

The home reading assigned to the Third Class includes, among other books, Homer's *Iliad* in English, and one or two novels of Scott or Dickens.

In the Second Class a wider range is provided. In connection with the "Sketch Book," at least two other works of Irving are read. The remainder of the list varies somewhat, according to the development of the pupils. This year's reading includes some of Longfellow's Poems and one of Shakespeare's Plays; a few standard novels, of which one is Scott's "Quentin Durward;" Prescott's "Conquest of Peru" and "Conquest of Mexico;" Parkman's histories of the Northwest; and some noted biography, as of Franklin or Washington.

The First Class has five weekly recitations in Literature, instead of the three required from the Second and Third Classes. On this account, less additional reading is prescribed for this class; but as much of its work in "abstracts" assumes the form of examinations, the reading must be more careful and critical. Detailed study is given to Virgil's *Æneid* in English, and to some one or two of Macaulay's Essays.

The Harvard preparatory course in Literature for the current year is always taken, alike by pupils fitting for college and by those preparing to enter immediately

on a business life. Accordingly, the First Class for the present school year (1885-86) reads Shakespeare's "Macbeth" and "Julius Cæsar"; the first two books of Milton's "Paradise Lost"; Dickens's "Tale of Two Cities"; Scott's "Abbot"; Pope's "Rape of the Lock"; Lowell's "Vision of Sir Launfal"; and Goldsmith's "She Stoops to Conquer."

The First Class for 1886-87 will take the Harvard Course as follows: Shakespeare's "Julius Cæsar" and "Merchant of Venice"; Johnson's Lives of Milton and Dryden; Macaulay's Essays on Milton and Dryden; Milton's "Paradise Lost," Books I. and II.; Dryden's "Alexander's Feast"; Scott's "Quentin Durward"; Irving's "Bracebridge Hall."

This year, as for several years past, there has been a class of Post Graduates, composed partly of graduates of this school and partly of graduates of high schools, who have had a course in Literature arranged especially to meet their needs. Many of these are young ladies from eighteen to twenty years of age.

COMPOSITION.

From the youngest class (the Sixth), formal compositions are not required; but exercises are given almost every day in sentence writing, with attention to punctuation and the use of capitals, as preparation for the compositions which are required from all the other classes at stated times and on fixed subjects. All the dates for these regular compositions are announced at the beginning of the school year (both in the catalogue and in the printed programmes); and the subjects are assigned by classes, from two to three weeks before the compositions become due.

The subjects are selected with great care and are adapted to the capacity of the respective classes. Those chosen for the younger pupils are subjects of which they are certain to have some knowledge, so that their earlier work may be concentrated on gaining facility of expression. By this method they are able to write with sufficient success to be encouraged for future attempts. The older classes have a greater variety of subjects, many of which are connected with their lessons in literature or history and call for an expression of individual thought.

Whenever a subject involves the statement of such facts as might be gleaned from an encyclopædia, the composition is written in school, under the immediate supervision of a teacher. In other instances, the composition is occasionally written in school, within the limits of a recitation period, to promote readiness in writing.

After a composition has been examined by the teacher, and its errors indicated in a personal talk with its writer, it is returned to the pupil for correction, after which it must be shown again to the teacher.

Practice in letter writing is made an important feature of the general work, especially with the younger classes.

DECLAMATION.

In this study, a beginning is made gently with the youngest pupils, as a class exercise, with careful and encouraging *instruction*. Everything possible is done to assist pupils in their preparation, and to interest them in learning how to manage voice and body to give the expression desired. Each class has stated

rehearsals, besides all the help to individual members in private that is wished.

Criticisms, *pro* and *con*, from the class and then from the teacher, often follow a declamation, and are given and taken with kindness and evident profit.

The younger pupils have both rehearsals and final declamations in an ordinary class room by themselves ; but as they advance in age and attainments, they are promoted to larger rooms with additional listeners.

A pupil who is very shy or nervous is allowed to declaim in private, until he has gained sufficient confidence to appear before his class ; but it is seldom that this privilege has to be continued long.

The girls usually declaim by themselves. Otherwise they are under the same regulations in this study as boys, except that they are allowed a larger proportion of metrical recitations.

At each declamation the "piece" to be spoken the next time must be shown to the teacher and its title recorded. This secures care in selection, and tends to promote memorizing in good season.

Great interest in elocution is taken by the large majority of pupils, and during the past two years this has been shown to an unusual degree in the great number of applications for parts at the annual exhibitions (see page 92), and in the increasing number of voluntary private rehearsals, for regular class reading as well as for declamations.

MILITARY DRILL.

Boys are not allowed to bring notes of excuse on account of a temporary ailment or lameness. They may state their own cases and will be excused if necessary. The following are the only reasons accepted for permanent omission of Drill:—Conscientious scruples against bearing arms; permanent lameness; physician's certificate of inability; being an alien, residing here temporarily; having been major not less than a year in some battalion of good standing. In addition to the above exceptions, boys who are taking the two years' course in the Sixth Class (see p. 30) may omit Drill the first year if the parents send request in writing; but, as every omission hinders their acquiring the proficiency which will be so valuable when a little older, it is hoped that very few parents will make such a request.

Every boy excused from Drill, and every girl excused from Calisthenics or Vocal Culture, either permanently or temporarily, will go to room No. 16 at the drill hour, and pass the allotted time in study or such duties as may be assigned.

Every boy must be furnished with a drill jacket and cap and a pair of military gloves, when assigned to a company. **The jacket and cap must be distinctly marked with the owner's name:**

The question of the worth of military drill in schools still attracts public attention from time to time, now turning on its strictly military value as preparation for actual service, and now on its effects upon physical development.

But the standpoint of the schools is neither exclusively military nor exclusively hygienic. Considered as part of an educational course, the value of drill lies in its particular combination of physical and mental training, in conveniently practicable form, for which no substitute has thus far been offered.

Its discipline, so far as it goes, embodies the essential features of actual military service, which are con-

centrated attention, prompt and unquestioning obedience, alertness, and precision of movement.

The intrinsic educational value of such training is recognized by the committee of public service of the Massachusetts Legislature, in the proposition lately recommended by them substantially as follows:—

To allow on civil service examinations a certain number of credits for such candidates as have served in the army, upon the reasonable theory that the discipline of military service is itself a kind of education which gives a man power and aptitude for usefulness in the civil service.

This was in accordance with a suggestion from the Hon. Dorman B. Eaton, in a letter to the *New York Times*, in January, 1886.

A recent issue of the *Boston Courier* thus closes a report of a meeting of the Suffolk District Medical Society, held for the discussion of this subject:—

“For convenience of execution, economy of detail, excellent moral effect upon the boys, acceptability to the participants, and relative freedom from danger, the school drill has proved itself a success, and seems destined to stay.”

In drill, as in other matters, the aim of this school is to preserve the good features, and eliminate those which are objectionable. In some schools young boys have no doubt received more harm than benefit from drill, because they have used guns that were too heavy; but for several years the young boys of this school have had guns weighing but three and a half pounds, so that all such danger of overtaxing the strength is obviated.

The drill affords excellent but not violent exercise, at that time of day when the mind begins to grow weary with continued application. By its discipline,

boys learn to walk more erect, to hold the head and shoulders in the proper position at all times, and thus to breathe better. It counteracts the tendency to become round-shouldered and to walk with a languid gait, so often observed at the period of rapid growth, especially in close students. In suitable weather, it is often held out-of-doors; and the short walk or run from the school-house to the drill hall of the Institute of Technology is itself a benefit.

At regular intervals, drill in the use of Indian clubs is substituted for some of the military exercises.

The officers of the battalion are boys who have risen to their respective positions by their gentlemanly manners, obedience to orders, power of command, practical knowledge of the duties of a soldier, and good knowledge of the tactics through the school of the battalion, tested by carefully prepared and difficult examinations.

The care taken in the selection of officers has brought them to such a degree of proficiency that they are capable of taking almost the entire charge of the drill. They are made responsible for the amount and quality of the work done, and meet the requirements of their position with great fidelity.

Both last year and this year, the Major, one of the Captains, and some of the lower officers of the battalion have been sons of Chauncy-Hall graduates.

Privates of not less than a year's service, who are eligible by their proficiency in the manual of arms and their steadiness while on duty, are appointed to be corporals, after a written examination on the tactics. The corporals by examination are appointed to be sergeants, and are ranked according to their knowledge of the tactics and their skill in its application.

All the sergeants, except those appointed within three months, are allowed to present themselves for written examination when there are vacancies to be filled among the commissioned officers; and those most competent to fill the places are selected. In this way, a practical acquaintance with the duties of the lower grades and a reasonable amount of theoretical knowledge are ensured in the case of each sergeant promoted; and the good results of this appear in the prompt and accurate execution of the military work. Whenever a position becomes vacant, there is some one, already partially trained, ready to fill it at once; and in this way much more can be accomplished than when it is necessary to instruct the entire body of officers afresh at the beginning of each year.

According to this competitive system, it sometimes happens that members of the First Class in school are outranked in the battalion by some members of lower classes, who have been unusually attentive to drill, or who naturally have peculiar aptitude for it. The drill has been of service in developing this aptitude in some boys who had shown but little interest in books, by giving them an opportunity to excel in something. After such a boy's ambition has been thus stirred, and his manliness has been aroused by the responsibilities gladly assumed by him as an officer, a marked reaction on his character as a student often takes place.

Commissions are given on Promotion Day to those officers only who have done a fair year's work in the First Class, and whose conduct has been satisfactory. For list of June 16, 1885, see page 109.

While only fair proficiency in scholarship is required for military promotions, *manners and habits are important elements* in deciding the position which

an officer may take; and should he be so unfortunate as to be guilty of "conduct unbecoming an officer and a gentleman," such as is mentioned on page 116 as deserving a zero mark in conduct, he would be at once suspended from his rank, and in all probability would be reduced to the ranks.

It is intended to have a corps of officers of such character and ability that teachers, scholars, parents, and graduates can speak of them with pride.

Chauncy Hall was the first school of any kind in Boston to introduce military drill into its regular programme.

The drill is a help to students intended for the Institute of Technology, as it often lightens their military work in that institution.

At the competitive drill held in Winslow's Skating Rink, June 2, 1885, from a squad made up of sergeants, corporals, and privates, the following three won the prize medals:

2d Sergeant CHARLES SHOREY BUTLER, JR., Co. C.

Private NATHANIEL LEAVITT FRANCIS, Co. B.

Private HENRY ABBOT LADD, Co. A.

The colors were adjudged for the coming year to

COMPANY A (WILLIAM B. STEARNS, Captain).

The battalion movements are under the charge of Col. Edmund H. Hewins, formerly Assistant Inspector-General of the First Brigade M.V.M.

Roster of Chauncy-Hall Battalion.

Major, WILLIAM B. STEARNS.

Adjutant, GUY W. WALKER.

Quartermaster, HENRY B. SAWYER.

Company A.

Capt. ALANSON L. DANIELS.
 1 *Lt.* WILLARD L. BOWKER.
 2 *Lt.* PERCY G. PARSONS.

Company C.

Capt. ALLEN H. WILLIAMS.
 1 *Lt.* EDWIN C. SMITH.
 2 *Lt.* ABNER MORSE.

Sergeant Major, PHILIP A. WARNER.

Color Sergeant, HARRY L. CHATMAN.

Drum Sergeant, SUMNER A. BROOKS.

1 *Ser.* CARROLL N. BROWN.
 2 *Ser.* CHARLES S. BUTLER, JR.
 3 *Ser.* CHARLES L. BEAL.
 4 *Ser.* EDMUND D. PALMER.
 5 *Ser.* JOHN C. CLAPP, JR.

1 *Ser.* THEODORE C. TEBBETTS.
 2 *Ser.* JOHN R. WHIPPLE.

1 *Ser.* HENRY G. BRADLEE.
 2 *Ser.* GEORGE C. DUTTON.

Company B.

Capt. HOMER C. CLAPP.
 1 *Lt.* WILLARD E. WHITAKER.
 2 *Lt.* HAROLD B. ROBERTS.

REPORTS

Of two kinds are furnished ; the one giving written examinations only, and the other giving both recitations and examinations.

REPORTS OF WRITTEN EXAMINATIONS.

Reports which contain the results of written examinations in all the studies pursued are sent home for all scholars, regular or special. By these it will be easy to see the proficiency of the scholar, not only in any particular branch of study but in his work as a whole. These reports are to be retained by the parents.

For parents who wish more minute information than these reports of written examinations furnish,

WEEKLY REPORTS

Will be made *when requested*. Parents who wish for such reports will *send written word* which they choose of the two ways mentioned on page 84.

These reports contain a record of *each separate lesson* and of examinations as they occur from time to time. They are prepared with much labor, receive regular oversight and frequent comment, and are the chief means of communication with parents. It is not claimed that every mark is precisely right. An idle but quick-witted pupil may get a higher mark than

he deserves, while a classmate who has made faithful preparation may be confused in recitation and not do himself justice. But the average of a week's marks gives very nearly the results of study or negligence. Inability to learn readily to spell or write, to cipher or compose, or neglect to use the ability, may be read in a series of low or moderate marks for such exercises. A parent can decide, from his knowledge of home habits, the cause to which the poor result is due. A series of unsatisfactory marks in deportment shows a disregard of good manners, and calls for warning and advice. The reports speak more plainly and regularly than we can, and often tell truths that might be unpleasant for us to tell. If their general drift and tendency are noticed, and home habits of study are taken into consideration, it will not be difficult to mete out appropriate comment or advice; but if a scholar finds that parents give little attention to reports, remissness in school duties is apt to appear.

If parents value weekly reports, the school is perfectly willing to be at the great trouble and the considerable expense required for their preparation; but it has given up the greater part of that care about their return to the school, which was formerly so onerous on account of forgetfulness either by children or by parents.

Therefore, parents who wish for weekly reports will decide which they prefer of the following

TWO WAYS OF SENDING REPORTS.

First.—Reports to be *sent by mail*, in directed and stamped envelopes furnished by parents, *without any obligation of being returned to school*. Parents who prefer not to furnish such envelopes can have reports sent by mail for \$1.50 a year; this charge being not for reports, but for the extra expense and trouble caused by not sending by the scholars.

Second.—Reports to be sent home by the pupils as formerly, to be signed by the parents and returned to school during the following week.

An account of returned reports to be taken every Friday. If, in course of a half-year, five instances occur of neglect of any one pupil to bring a report during the school week when it is due, the weekly report for that pupil will stop at once on the fifth failure, and no more reports will be furnished for that half-year, except on a written order from the parents for reports to be sent by the *First Way*. Reports will then be sent by mail, and need not be returned to school.

The school records are to be the only authority in regard to issue or return of reports.

All claims for prizes given by the school are proved by the *weekly* reports, which must be brought in by the scholar at the end of the year, as explained in the chapter on "Medals," page 110.

WRITTEN EXAMINATIONS

Give a completeness, not only to the knowledge which the teacher has of the scholar's acquirements, but also to the scholar's knowledge of himself. They determine largely his fitness for promotion at the end of the year. For a teacher to rely entirely upon his own judgment in selecting individuals as capable of advancement to a higher class is both difficult and disagreeable, since errors may be made and personal motives suspected. Under such a mode of selection, individuals would often be retained in classes whose studies they were incapable of mastering, and would be dragged along as so much dead weight, gaining no benefit themselves and hindering the advancement of others. To keep any one in such a position is a false kindness, and destructive of all solid scholarship or real advancement. Tests, suited to the average intellect and progress and judiciously applied, tell the scholar himself, as well as his friends, exactly where he stands ;

and, with common good sense, he will quietly acquiesce in their revelations and take a lower place, or will make a degree of effort that, at a subsequent examination, will enable him to gain the percentage required for promotion with his class.

ABSENCE FROM EXAMINATIONS.

Public notice of examinations is usually given three days in advance, in order to ensure punctual attendance. When such notice is given, no excuse but illness is accepted for absence; and if an examination interferes with another exercise, the pupil must make arrangements with the teacher of such exercise, at least one day in advance, so that he can be present at the whole of the examination.

No person but a teacher can have any idea of the care and time required in preparing a set of examination questions. A set cannot be used twice the same year, and only very rarely can it ever be used again. It is a severe tax on the teachers to hold a special examination for the pupils who are absent through illness, but it is a duty cheerfully performed. If, however, a pupil is absent on the appointed day for *any reason except illness*, a special examination will be held for him, for which a fee of two dollars will be charged, as stated on page 21. This fee will go to the teacher who has the extra trouble.

Examinations are sometimes given without previous notice, the pupil being expected to hold himself in readiness at all times to submit to written tests of his acquirements, without the opportunity to do special cramming for a special occasion,—a pernicious practice, which should be discouraged in every possible

way. In such cases the teacher will arrange for interferences, and, of course, no charge will be made to absentees.

Necessary as examinations are to the thoroughness of any school, they are apt to be attended by two evils; a striving for class rank, and a strain upon mind and body from too many hours of examination in one day. But great care about hours is taken at this school, and it has no class rank.

Objections are sometimes made, nowadays, to all systems of marking or examinations; but Chauncy Hall has the old-fashioned idea that parents have a right to know, as nearly as possible, how their children are doing at school. A careful record of every scholar is kept, which is open to the inspection of parents, and copies of this record are sent to them weekly, when requested. (See "Reports," page 83.)

ASSISTANCE ON DIFFICULT POINTS.

The explanations in all departments are intended to be so full and thorough that they can be followed by any attentive pupil of ordinary capacity.

But there are members of every class, who, either from slowness of thought or from want of concentration, leave the recitation room with only a partial understanding of the matter under consideration. If these really wish to learn, they can usually have aid from some member of the large corps of extra teachers* ; and they can always receive additional explanation and judicious assistance out of school hours, morning or afternoon, from the regular teachers, who make

* During the present year, 1885-86, from two to six persons have generally been ready to give help during all the school hours.

specialties of their respective branches, and who will cheerfully give for the asking whatever time may be necessary.

Parents of such children can do them invaluable service by studying carefully their weekly reports, and by encouraging them to make the most of the opportunities which the school affords.

No easier road to thorough knowledge on any subject has been discovered than that of persistent and careful labor. The teachers will do their utmost towards opening and smoothing the paths to learning; but the scholars must apply their own powers to advancing upon these and conquering the difficulties for themselves. Most of the teachers are at their posts until after three o'clock, several of them until after four, and it is very interesting on some afternoons to go through the rooms and see the variety of aid that is given.

One pupil is getting an explanation in Physics; another is gaining a clearer idea of the Subjunctive in Latin, or of a Conditional Sentence in Greek; the Book-keeper is finding why his trial balance is wrong; and the student in Modern Languages is learning how to correct for himself the faults in his last "theme"; but the largest number of workers is usually found in the Mathematical Department, solving the next day's problem in Geometry, Arithmetic, or Algebra. Besides such pupils, the boy ambitious for a part in the next winter's exhibition may be rehearsing his regular declamation; or another may be availing himself of extra help and criticism in his reading lesson in Shakespeare, Irving, or Scott.

Unfortunately, however, only a minority of the scholars avail themselves of the advantages so abundantly provided. There are pupils in school who sadly

need help, but who never come for it; and we have been told repeatedly by parents who have sent children here for years that nothing had ever been mentioned at home about these afternoon arrangements. Within the last few years a marked improvement has taken place in this respect, but the general statement is as true now as when the greater part of this paragraph was written several years since.

The request, reiterated on page 105, is made here, that **parents generally refuse to help their children in mathematics.** When they are paying tuition bills at a private school they should be relieved of such a care. Parental care and oversight are necessary for most children in several studies, particularly in the three mentioned on p. 105, and generally can be given without much fatigue; but the father that comes home tired from business cares, or the mother who is weary from her duties, finds it a great trial of patience to spend part of every evening in explaining arithmetic; and unless the parent has had professional training as a teacher the aid is apt to be of but temporary benefit.

HEEDLESS CHILDREN

Sometimes enter the school, who, either from natural carelessness or want of previous training, cannot, even with the best intentions, undertake at once, or even within the first year, the full work of the average scholar, and fall into the regular and careful habits which are so important for the best development. If so much is required of them at first, they are apt to become irritable or discouraged. Such children can, usually, be led into good habits if, for a year or two, less than the average work is exacted of them, while

what they are required to do is rigorously insisted upon. Gradually finding that they can do *something* as well as other scholars, they are encouraged to persevere and do more. Such a youth can often obtain a good education by remaining at school a year or two longer than the usual time; when he will be able to begin a business life not only with a good knowledge of some things, but with a general improvement in habits which will be of incalculable advantage.

For such pupils, at the beginning of their school life here, the two years' course is recommended which is described on page 30.

CLASS RANK.

Under the regulations about medals, on page 110, it will be seen that care is taken not to excite improper emulation. For the same reason, no use is made of class rank. It tends to discourage backward pupils, to remind them that they cannot do for a long time, if ever, what others do now with ease; and to stimulate quick pupils to vie unduly with each other tends to a feverish habit of mind and motives. The method of the school is to demand, from each individual, work sufficiently hard to develop both mind and body; and, at the same time, so to arrange the order of lessons that the different studies may relieve one another.

EXHIBITIONS

Have been held annually for over half a century. They give much pleasure to a very large majority of pupils and parents, and are managed with great care

to avoid the objections often justly made against such public exercises.

One of the objections to school exhibitions, which was stated lately in print by a prominent physician, is that "the whole work of exhibitions and the preparations for them come at the end of the winter's labor and in the hottest weather," involving "extra strain." But the annual exhibition of this school always occurs *in winter*, but a few weeks after the Christmas holidays, when the pupils are in their best working order.

Nothing is obligatory on any pupil except to be present in his assigned seat as he would be on any other school day. The parts are all taken by volunteers. The exercises are so varied that it is very easy for any steady, industrious pupil to obtain some part, and if he has taken unusual pains with elocution during the year he is allowed more than one part. During preparation, the regular work is not changed, except in reading.

Should there happen to be parents who do not approve of exhibitions even in the way these are conducted here, they have only to keep their children at home on that day and send the customary note of excuse for absence.

Of course, on Exhibition day, and on the previous day when the general rehearsal takes place, there are no recitations; but the exercises on those days have their own educational value, in inculcating good manners, perfect order, promptness, and self-reliance.

The crowd that formerly made the Exhibition so uncomfortable has been stopped by a charge for admission except to a part of the upper balcony, and by allowing no more persons to enter Music Hall than can be seated.

As most of the seats are reserved for the parents and friends of the pupils, and for such graduates as are invited, the receipts are small. The *entire* receipts of the last seven Exhibitions have been devoted to the reference library and the laboratory.

The former members who were invited to the last Exhibition were those who had ever taken any prize in the upper three classes in the Upper Department; or who had attended at least a full year previous to 1874; or who, since 1868, had been in the First Class a full year, or who, previous to July, 1882, were in the Upper Department three years; or who were members of any of the three Associations known as "Thayer," "Chauncy Hall," and "Class of 1876"; or who were officers of any other class associations.

During the last two years there has been a steady increase of interest in the Exhibition. Many more pupils have applied for single recitations than the time has allowed. At each of the last two Exhibitions, more than one hundred and forty different pupils had parts, either elocutionary or military.

The music, as is customary in all other schools, is furnished by the pupils.

ORDER OF EXERCISES

AT THE

*Fifty-eighth Annual Exhibition of Chauncy-Hall School, at the
Boston Music Hall, Feb. 9, 1886.*

1. ENTRANCE OF THE SCHOOL (at about 2.45 o'clock),
Under command of Major WILLIAM B. STEARNS.
2. DECLAMATION, HENRY B. SAWYER.
Eulogy on Grant.—(HENRY WARD BEECHER.)
3. RECITATION, MADELEINE L. BACON.
The V—A—S—E.—(*Life.*)
4. RECITATION, HENRY G. BRADLEE.
Keenan's Charge.—(GEO. PARSONS LATHROP.)
5. RECITATION, CLIFFORD D. SAWYER.
What the City Boy saw in the Country.—(*Youth's Companion.*)
6. STORY, ALFRED C. POST.
A Gallop of Three.—(THEODORE C. WINTHROP.)
7. READING, by members of the First Class.
**The Killing of Coriolanus by Aufidius and the Volscian
Senators.**—(SHAKESPEARE.)
H. B. Roberts, B. W. Willson, G. Stowe, D. A. Somes,
H. C. Clapp, N. K. duPlessis, H. A. Ladd, F. H. Sampson,
W. B. Stearns, A. Morse, W. L. Bowker, A. H. Williams,
E. B. Kent, E. F. Folsom, E. C. Smith, H. Bates,
G. W. Walker, A. B. Bryant, S. A. Brooks, J. S. Townsend.
[Arranged in order from stage right.—Conducted by
1st Serg't PERCY G. PARSONS.]
8. RECITATION, W. GWENDOLINE SANDHAM.
**Glooskap, the Magician, and Wasis, the Baby; a Penobscot
Legend.**—(EDITH W. COOK, in *Wide Awake.*)
9. RECITATION, WILLIAM H. LEWERS.
Ensign Epps.—(JOHN BOYLE O'REILLY, in *Outing.*)
10. READING,
The Music Prize.—(Adapted from *Wide Awake.*)
Lillian M. Dowse, Blanche B. Walker, Hattie C. Simonds,
Blanche W. Sanderson, Emily A. Daniell, Laura L. Parks,
Edith B. Dalton, Lulu F. Hertiel, Florence M. Enneking,
Edith E. White, Ethel L. Leigh,
[Arranged in order from stage right.]
11. RECITATION, PERCY G. PARSONS.
The Easy Time of the New Clerk at the Post Office.—
(*Youth's Companion.*)

12. GREEK DECLAMATION, . . . ALLEN HAMILTON WILLIAMS.
From the **Œdipus Tyrannus** of SOPHOCLES.

13. READING, by members of the Fifth and Sixth Classes.

The Jack o' Lantern.—(*Portland Transcript.*)

Lucy C. Daniell,	W. C. Mason,	W. D. Walker,
Grace E. Macomber,	W. T. Wonson,	W. C. Burton,
Daisy E. Quinby,	L. S. Nichols,	K. Listemann,
Louisa B. Frothingham,	R. W. Cunningham,	G. C. von Ette,
Lena M. Twombly,	C. W. Bradlee,	W. H. Allen, Jr.,
Elizabeth H. White,	H. L. Blackwell,	C. A. F. Schmitz,
Maud L. States,	R. F. Haffenreffer, Jr.,	H. L. Shattuck,
W. F. Seaman,	W. A. Lord,	J. F. Stevens,
		A. B. Monks.

[Arranged in order from stage right.—Conducted by Adj't GUY W. WALKER.]

14. DECLAMATION, ABNER MORSE.

The Character of Washington.—(JOHN W. DANIEL.)

15. READING, by members of the Second Class.

Assault on Fort Wagner.—(ANNA DICKINSON.)

A. W. Bell,	N. L. Francis,	M. Ladd,	A. C. Biewend,
W. H. Lewers,	C. S. Butler, Jr.,	J. H. Hilton,	S. L. Parks,
D. Breivogel, Jr.,	H. E. Mead,	G. H. Tinkham, Jr.,	H. B. Sawyer,
G. B. Wright,	H. G. Bradlee,	C. Dudley,	P. G. Parsons,
P. A. Warner,	H. C. Quinby,	C. F. Bradford,	A. S. Pigeon.

[Arranged in order from stage right.—Conducted by Capt. HOMER C. CLAPP.]

16. RECITATION, CHARLES E. CURRIER.

Bob's Petticoats.—(*Wide Awake.*)

17. DECLAMATION, HAROLD B. ROBERTS.

Lesson on Civilization.—(JOHN FISKE.)

18. COMPETITIVE DRILL, by Sergeants, for medal offered by class of 1876.

H. B. Sawyer,	P. A. Warner,	C. S. Butler, Jr.,
P. G. Parsons,	C. N. Brown,	C. L. Beal.

[Arranged in order from stage right.—Commanded by Capt. A. L. DANIELS.]

19. RECITATION, EDITH E. WHITE.

Her Angel.—(ANNA F. BURNHAM.)

20. READING, by members of the Primary Department.

The Snow Man.—(*Youth's Companion.*)

Thomas O. Paige,	Richard B. Harris,	Ruth Horton,
Curtis P. Woodbury,	M. Alice Eaton,	Gwendoline Woodbury,
Carroll M. Bill,	Adelaide O. Cushing,	Jennie W. Waldron,
Alexander A. Freygang, Jr.,	H. Mabel Martin,	Jennie C. Clarke.
Howard Clapp,	Elizabeth H. Cushing,	

[Arranged in order from stage right.]

21. RECITATION, HARRY C. QUINBY.

The Fifer and Drummer of Scituate.—(S. H. PALFREY.)

22. RECITATION, GEORGE B. WRIGHT.

How the Fleet Saved the Missionaries at Rangoon.

23. DECLAMATION, SAMUEL L. PARKS.
Eulogy on Grant.—(ARCH-DEACON FARRAR.)
 (Delivered in Westminster Abbey.)

24. RECITATION, EDWIN C. SMITH.
The Battle of Bothwell Brigg.—(ALLAN CURR.)

25. RECITATION, GEORGE H. TINKHAM, JR.
The Secretary's Inspection of the Navy.—(*New York Graphic.*)

26. RECITATION, JOHN S. TOWNSEND.
Reply of Griffith, King of Wales, to the Messenger from Harold.—(BULWER.)

27. READING, by members of the Third and Fourth Classes.
The Race from Northminster.—(*Youth's Companion.*)

Blanche E. Chipman,	G. W. Walker,	J. L. Bailey,
Helen E. C. Biewend,	A. Johnson,	C. C. Randall,
Madeleine L. Bacon,	W. E. Gregory,	R. H. White,
Helen M. F. Shaw,	R. M. Johnson,	A. G. Frothingham,
W. Gwendoline Sandham,	G. T. Hill, Jr.,	J. R. Whipple,
Alice H. Baker,	C. D. Sawyer,	A. E. Locke,
Grace E. Stone,	W. V. Tripp,	A. J. Blaser,
W. H. Sayward, Jr.,	F. E. Parlin,	A. L. Pope,
T. J. Cushing,	L. S. Hapgood,	E. L. Clapp,
G. H. Strout,	C. E. Currier,	H. W. Bates,
E. B. Staples,	W. E. Putnam, Jr.,	F. W. Fowle.

[Arranged in order from stage right.—Conducted by Capt. A. H. WILLIAMS.]

28. SWORD DRILL, Commanded by Major W. B. STEARNS.

H. C. Clapp,	A. H. Williams,	E. C. Smith,	<i>Substitutes.</i>
*H. B. Roberts,	*R. F. Barry,	*S. L. Parks,	A. C. Biewend,
A. L. Daniels,	G. W. Walker,	H. B. Sawyer,	*N. K. duPlessis.
*G. A. Penniman,	*J. C. Clapp, Jr.,	*P. D. Blake.	

[Arranged in order from stage right. The *asterisk* (*) denotes those in the rear rank.]

29. DECLAMATION, CARROLL N. BROWN.
The Bell.—(BENJAMIN F. TAYLOR.)

30. ADDRESS, LAURA L. PARKS.
The Prima Donna's Return to Boston.—(ANONYMOUS.)

31. RECITATION, EDMUND F. FOLSOM.
Gualberto's Victory.—(ELEANOR C. DONNELLY.)

32. DISTRIBUTION of Medals and other Prizes.

33. DISMISSAL, by Officers of the Battalion.

RECEPTION DAYS.

Notwithstanding the cordial invitation, given in the Catalogue for many years, for parents to be present at any time, at any of the school exercises (see page 10), it is found that many of them defer their visits until a special message is sent. Therefore occasional Reception Days have been established.

On these occasions, none of the exercises are gotten up for show; but all are selections from the ordinary work.

The classes are aware of the subjects to be taken up, but no scholar can tell what questions will come to him.

The Compositions are not re-written, but are read from the original papers, presented as regular lessons when the writers had no thought of coming before an audience.

The Declamations are selections from the regular pieces.

On these days, the Compositions and Declamations are voluntary exercises; but if a class is called out, every member who is at school is expected to appear.

Except on Promotion Day, the closing day of the school year, most of the regular lessons of the day go on as usual in the different rooms, and can be heard by any visitors who may prefer them to the exercises in the Hall.

SINGLE SESSIONS.

[The following statements appear in other parts of the catalogue, but are brought together here as a convenient way of calling the attention of persons who fear the effect of single sessions.]

Besides the unusual care taken about ventilation, light, positions, luncheons, &c., as mentioned on pages 58-62 of the catalogue, and about detentions on page 104-105, it has been a constant aim

TO OBVIATE THE EVILS OF A SINGLE SESSION.

Within the last three years many parents have recognized this effort, either in person or by letter; but as some are probably not acquainted with what is done, attention is called to the following arrangements. Any one of these taken alone may seem but a slight thing; but in the aggregate they so far remedy the defects that naturally pertain to a single session as to make it, so far as the members of this school are concerned, more desirable than two sessions.

Drill,

Military or gymnastic for the boys, calisthenic for the girls, affords an admirable exercise, as it is not put at the end of the day's work, but is at noon, so that the scholars come back refreshed and invigorated; and the remainder of the session, instead of being an hour of weariness and lassitude, is nearly as good as the earlier hours.

Recess

Is half an hour long, thus allowing time not only for lunch but for some active game. Out-of-town scholars who get a warm dinner at a café are allowed extra time, so that they need not eat in a hurry.

As two and a half hours a week are given to drill or gymnastics, recess and drill added together make five hours of school time each week which are free from study. In addition to the regular recess, from fifteen to thirty minutes for extra play times are often given to those scholars whose lessons are satisfactory. The lower classes are often dismissed earlier than the upper classes. In most cases the scholars have

Change of Rooms every forty-five minutes.

This movement is a decided relief, particularly as it is done not on "tip-toeing silence," but in a natural manner. It also affords rest through the pictures, tinting, and fittings, in which each room differs from every other.

Lunch may be taken At Home

By scholars living near the school, provided they bring in the first place a note from home and afterwards give daily notice themselves, to their Superintendent. Under the same conditions, if their lessons close early they may break the session to dine at home and return to study in the afternoon; but they must report themselves to their Superintendent promptly on return, and work under his direction until time for their dismissal.

As for several years past, many parents have very wisely decided to have their

*Children remain two years in their present
English Class (see p. 30),*

in order to lessen the number of study hours.

In some cases this is for the purpose of paying extra attention to languages or music; in others, on account

of a delicacy of organization which will not allow of out-of-school study.

But as the large majority of scholars are doing the regular school work for which *daily home study is indispensable*, parents, particularly of those in the lower classes, are requested to notice that many hours assigned for class work, on the order of exercises, are occupied with lessons on which no previous study has been spent. The time given to drawing, penmanship, and singing; to lectures on different subjects; to oral instruction in natural science and in American history; to gymnastics and drill, uses a large portion of each week in a way that does not tax the mind of the scholar.

The abstracts of authors, in the upper classes, replace the literature lessons that would otherwise occur on those days, thus not increasing the number of recitations.

Parents are reminded also that the mathematical course is arranged to press very lightly on young pupils, while the success with which the graduates enter the University and the Institute of Technology shows that nothing is lost by the transfer of such studies to a comparatively mature age.

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to become thoroughly acquainted with the PRIVILEGES, REGULATIONS, etc., on pages 103--106.

MR. CUSHING'S FAREWELL.

THE following pages appeared in the Catalogue of 1878-9, under the title of

A FEW LAST WORDS FROM THE SENIOR PRINCIPAL.

Mr. Cushing has kindly consented to their re-appearance, as they give, in a short space, an account of some important features of the school.

As my connection with Chauney-Hall School, extending over half a century, is soon to close, I take advantage of the opportunity offered me in the pages of the Annual Catalogue to say a few farewell words to its friends and pupils. Having seen two generations of scholars grow up under my eye, having had the pleasure of taking part in conducting the education of many whose fathers I had taught in earlier years, and having noticed their subsequent progress and the positions that they attained in business and in society, perhaps I may fairly be allowed to express an opinion upon what is done for pupils in the school and the modes of doing it.

Planting itself upon what elements of good teaching existed in the best schools in the earlier part of the present century, Chauney Hall has added to them whatever improvements in principles and practice approved themselves to its teachers, who have always been careful observers of all that has been done in the cause of education and taken an active part in the various movements for its advancement. It was not necessary to make a radical destruction of the methods of the day in order to found a new school. That has been tried among us in various instances, but never with any permanent success. **The surer and wiser system of taking what was good as a foundation, and gradually enlarging and building upon it,** has been pursued. It is a mistake to suppose, as seems sometimes to be assumed, that there were no good teachers nor thorough work in the schools of fifty years since. Very able men were engaged in them, who, with the small appliances and means at their command, wrought wonders; and in some respects we have hardly improved on them.

The great advantage that Chauney Hall has enjoyed from the beginning was the introduction, as one of its corner stones, of The Division of Labor in Instruction, which, with a sufficient number of scholars, allows each teacher to give his whole mind to the work for which he is best fitted, unembarrassed by the numerous petty details of discipline and management. Under this system, satisfactory instruction has been given to *thousands* of pupils, imparting a more systematic, minute, and thorough education than could possibly be given without it, and enabling them to take honorable places in the ranks of business and professional life.

Fortunately, too, the founder of the School was one who believed in small things as well as great in education; in precision, accuracy, and finish, even in what are sometimes considered the humbler branches of Reading, Writing, and Spelling, as well as in Mathematics, Languages, &c.; and I can still see traces of his careful and conscientious work in our community.

Having found this system good, it has been elaborated. More departments now exist than at first, the teachers are well trained and enthusiastic in their work, and I know that it is their determination not to lower, in any point, the high standard that has been gradually set up, but, when time and opportunity is allowed them, to give a careful and finished education. No amount of skill and enthusiasm, however, on the part of the teachers alone, will produce the full result aimed at—a good education. Parents must coöperate and pupils must give their best efforts. Without these elements, the goodness of teaching and the opportunities of school avail little. The duties and engagements of the pupil while under instruction must be looked upon as of paramount importance, taking precedence of the claims of pleasure, fashion, or society. Only the most important and serious affairs should be allowed to interrupt the even tenor of school work. Unless the parent shows the respect for it that he does for his own business, it will be considered a subordinate affair by the child; unless a reasonable interest is taken in his progress at school, he will hardly exert himself to make any. Very much time is now assigned by the customs of the day to leisure, change, and recreation in the form of vacations. I have seen the yearly amount of them *doubled*, even *tripled*, since the commencement of my teaching—and the *daily* work made much shorter. What can be expected if the short school-year remaining is spent in a languid manner and subject to frequent interruptions? As the result of experience and observation and the best light to be obtained, I can assure parents that there is no danger to be apprehended from intellectual labor properly proportioned to age. Very few scholars are injured by their studies, and it is easy for one conversant with their habits to see many other causes more efficient than study in producing occasional invalidism. I am happy to say that a good working spirit now prevails in the school. Many are aiming at the goal of good scholarship, and see that, in the main, they must reach it by their own exertions; that their teachers can direct and aid them, but that they themselves must do the work. With this spirit of self-help almost anything may be accomplished; without it, very little.

The inculcation of the greater and the smaller morals and the formation of character and habits have always held a high place in the objects aimed at by the school. To impress upon the young mind the qualities going to make up the character of a Christian and gentleman has been considered a most legitimate part of its work. This has been accomplished not by formal lessons, but by improving opportunities as they rose; by words in season, showing that school-boy life, even, gives room for the practice of truth, honor, magnanimity, generosity, and all the high qualities that we admire in the hero or the patriot; by commenting on events as they occurred, illustrating these qualities or their opposites; and by reposing trust in good character as it is developed and understood, and assuming that such trust will not be betrayed. The moral standard of the school was early set high and has never been lowered; and what is

of almost equal importance, the *traditions* of the school, the unwritten code that is handed down from day to day and from class to class, have been largely in accordance with this standard. As an instance of this, the treatment of strangers and new classes may be mentioned; instead of having to run the gauntlet of persecution, as is only too common in educational institutions, they are received with cordiality and kindness, and older members vie with each other in inducting them gently and kindly into the ways and customs of the school. Among the *traditions* of Chauncy Hall, too, has always been the keeping up the forms of good breeding and politeness, now, alas, considered in some quarters rather old fashioned and obsolete. They were highly valued and always practised by its founder, and carefully taught and insisted upon when necessary; and, having started right, example has handed them down from year to year, so that the observances of the school remain almost unchanged and often excite the notice and favorable comment of visitors and strangers.

This carefully devised system of instruction, the order, regularity, and fulness of the teaching, the watchful and earnest formation of character and habits, have not been fruitless of results. The graduates of the school can be found in all parts of the world, and usually in positions of respectability, honor, and profit; they allude to their school days with pleasure and gratitude for what was done for them, as being the cornerstone of their success in life; they meet their old teachers with those feelings of kindness and respect that make the relation so agreeable and satisfactory to both parties.

In calling up in imagination the rows of youthful faces that have occupied the seats in our school-houses for so many successive years, and tracing the subsequent career of those who have been spared to reach manhood and maturity, I find that the hopeful feelings with which I viewed even their faults were not altogether unfounded. The good element in their characters, with what was done to improve them, has usually prevailed over their juvenile weaknesses and errors, and I offer this as an encouragement to hopeful and unfaltering efforts for the improvement and reclamation of the most perverse and reckless. The great majority will carry away what they need to become useful and successful in life, and reward the pains taken with the education of their earlier years.

* * * * *

I have passed an eminently happy life thus far in connection with the School, and do not wish the recollection of it to be alloyed by any disagreeable feelings of compulsion in leaving it arising from ill health or failing powers. I go at the present time with the more satisfaction, that I can leave it in the hands of one who has been my partner for nearly twenty years, and who is, together with his associates, fully imbued with its system, spirit, and traditions, and able and fully determined to carry it to the highest possible point of excellence and usefulness.

May I ask of parents to transfer to them the confidence, support, and kindness which I thankfully acknowledge to have received; and of pupils, to give them the obedience, respect, and regard, which have helped to make my life so happy.

T. CUSHING.

EVERY FATHER AND MOTHER,

And every other person who has the supervision of a scholar, is earnestly requested to make thorough acquaintance with these

Privileges, Regulations, and Things Forbidden,

FOR THE UPPER DEPARTMENTS.

PRIVILEGES.

Dismissals During Sessions are occasionally allowed, *provided* that, if the scholar loses any lesson thereby, the parent is aware of such loss, and states this fact in the written or personal request for dismissal. See page 65. This recognizes the right of parents to the dismissal of a child when they please—unless it interferes with necessary school discipline—while it protects them from any attempt on the part of the child to use their indulgence as a screen for unacknowledged neglect of a lesson.

Visitors.—A scholar may leave a recitation to see a visitor, if such visitor be a *parent or guardian*. Besides this, messages brought by any authorized person will be delivered to the scholar by one of the Principals or by the Secretary. For messages by telephone, see page 106.

Spelling May be Omitted for a specified time by the following classes of students, though it must be at once resumed if careless spelling appears in any written exercises:—

1. For the remainder of the school year, by those who pursue two languages, one of which is Latin or Greek, and who do not miss a word in spelling lessons nor in composition for ten consecutive weeks. If such perfect spelling is during the ten weeks at the end of the school year, the exercise may be omitted until the first of the following January. One hundred per cent. in examination will count the same as perfect lessons.

2. For the second half-year, by those who have not missed a word in the compositions of the first half-year, and who also have had at least ninety per cent. in the spelling examinations meanwhile.

3. On certain days, by members of the First Class, at the discretion of their class superintendent.

Singing.—Change of voice or disease of the throat may be explained by the pupil *without a note from home*; and that pupil's attention to Vocal Music will be required only for such exercises as involve no risk.

Scholars' Grievances.—Any scholar who feels that he is unjustly treated by a teacher is not only allowed but is requested to write out his case in full, state his grievance, and hand it to the teacher who appears to be in fault. Such notes, when properly written and addressed, will always receive careful attention even if the teacher makes no change in the decision.

But no scholar above the lowest two classes is allowed to *talk* with the teacher about such a case, unless the written statement has been previously made. It is hoped that the more intelligent members of the fifth and sixth classes will soon learn to manage such matters in the way which works so well with the older scholars.

Afternoon Assistance.—Pupils who need assistance in the afternoon can generally obtain permission to leave an hour early on days when they have no recitation between one and two o'clock. This privilege enables them to get exercise and dinner, and to return in good condition for the special work without any real lengthening of study hours.

Special Arrangements for Lunch will be made for any pupil who finds that the lunch time of any day is all occupied by extra recitations. Such case *must be immediately reported* to the Class Superintendent or to one of the Principals.

REGULATIONS.

Absence.—A note of excuse is required at the close of absence, and *previous* written or personal notice is respectfully requested when possible. If the scholar is a candidate for a medal, the reason for absence must be given (see page 113); if he is not a candidate, the parent's approval of the absence is, of course, sufficient, without stating the reason.

Tardiness.—Excuses are required for lateness the same as for absence, except for scholars regularly late. The latter must bring, *in the beginning*, a written statement of the reason for such regular lateness; and they will be held as accountable as other scholars for *each* lateness beyond the regular time allowed. Excuses for occasional lateness must state the parent's knowledge of any lesson lost by such lateness; otherwise, the lesson must be made up.

Withdrawal.—When a pupil is withdrawn from school either temporarily or permanently, a WRITTEN statement to that effect, from the parent or guardian, should be sent.

Hours.—The regular session is from 9 o'clock until 2. Special cases must be met by special arrangements. For reduction of hours in the lowest classes, see pages 57, 98; in the Primary and Kindergarten departments, see pages 123, 128. The school-house is open from 8 to 3½ o'clock, and usually to a later hour. On Saturdays, and generally on other holidays, some teacher is at the school-house from 9 to 1.

Detentions.—Bad lessons and ordinary infractions of school rules may, at the discretion of the teacher, be settled by detention after regular school hours. It is pleasant to be able to state that the number of detentions has been greatly lessened by increased painstaking on the part of superintendents and other teachers. Some detentions are unavoidable, but these can be so arranged as to cause little or no interference with dinner hours, as most faults can be settled in one of the following ways:—

- (a) By the return of the pupil to school in the afternoon after dining at home.
- (b) On the next day after they are incurred, so that the pupil's family may meanwhile make such arrangement for his dinner as they deem most advisable.
- (c) On the afternoon of the last school-day in the week, or on Saturday morning, if they do not exceed four in number during the week.

Parents can make any one of the above arrangements by seeing one of the Principals or the Class Superintendent, or by sending *written* word.

If no such notice is received, it will be assumed that parents have made satisfactory arrangements about luncheons and dinners, and that they prefer to have all faults settled on the day they occur. And those exercises that come at long intervals, like

COMPOSITION, ABSTRACT OF AUTHORS, AND DECLAMATION,

must be settled, so far as is convenient for the teachers, *on the day when they fall due*. No ordinary excuse, like want of time, or not understanding the subject, or inability to find a book, will be accepted for non-preparation. Parents are earnestly requested to see that these three exercises are begun two weeks before they are due (see p. 26 for dates), and also to see that they are completed in season; but **in mathematics, home aid should seldom be given.**

All scholars having faults to settle in the afternoon will report themselves *immediately after list call*, and will remain steadily at such work and in such place as may be assigned to them.

Examinations.—When an examination interferes with another exercise, the pupil must make arrangements with the teacher in that exercise, at least one day in advance, so that he can be present during the whole of the examination. No excuse but illness is accepted for absence from examinations. See pages 86, 87.

Promotions.—Certificates of promotion in the regular departments below the first class are given at the close of the school year, only to those students who pass a satisfactory examination in every study pursued by their class, or offer for omissions the substitutions specified below. No pupil will be allowed to join a higher class if he has more than one condition not made up by September, or, as a general rule, if he has any condition in mathematics.

An average in each study of sixty per cent. is required for Promotion.

Substitution of a language for any English study except Arithmetic is allowed, *provided* that the work in such language be fully equal to that required in the study omitted. The ordinary easy work of a class of beginners in a language will not be accepted as a substitution from a member of the High School Department. All substitutions allowed under medal claims (see pages 111, 113) are allowed also for Promotions.

The promotions in English branches and in languages are independent of each other.

Promotions are allowed also at *any time of year*, on satisfactory examinations, as an encouragement to pupils whose industry and health enable them to do the necessary work.

Military Drill.—See p. 77 for excuses, regulations, promotions, &c.

THINGS FORBIDDEN.

It is intended to have but few inflexible "rules," especially prohibitions, as it is preferred to rely, as far as possible, on the honor and courtesy of the pupils; still, the peculiar freedom and variety of the school, as well as the situation of the school building, demand certain restrictions for the best good of all concerned. To such rules as there are, pupils will be held strictly accountable.

Leaving one's Assigned Seat without permission is not allowed. The frequent changes of classes from room to room make it so easy for a scholar to violate this rule that to take such advantage of unwatched liberty is all the greater breach of honor, and is treated as a grave offence.

Books not to be left at School.—No books, except those on Mathematics, may be left at school on the same day on which they are used there, but must be taken home, that they may be always ready for home study. If this rule is observed, the right books will always be at home; therefore absence can never be taken as an excuse for non-preparation of lessons, *so far as depends on having the books.*

Borrowing or Lending any written exercise is forbidden.

Smoking is forbidden *at all times* in or about the school-house, the playgrounds, and the drill hall; also on the way to or from the school within five minutes' walk of the school-house; and during recess, no matter where the scholar may be.

Eating out-of-doors is not allowed on the north side of Boylston Street, except on vacant lots of land.

Games on Sidewalks are forbidden; and snowballing is limited to vacant lots of land where the snowballs will not go into the streets.

Crossing the Curb-stone of Copley Square is forbidden, by request of the city authorities.

Caution as to Use of Telephone.

Pupils are reminded that for *most of the out-of-town districts* a charge of fifteen cents for each communication is made at the central office in Boston, which must be collected at the time from the pupil thus incurring it. Within the ordinary limits, the use of the telephone by a pupil is free.

No pupil will be allowed to leave a recitation to answer a message by telephone, unless it be from a *parent or guardian*; but any message at such a time will be delivered to him by one of the teachers.

In using the telephone it is desirable to *avoid the dismissal hour* and the times of *the change of classes* (shown by the daily programme), as communication then becomes difficult for a few minutes.

DIPLOMAS

Are awarded on Promotion Day to those students who are present in person to receive them.

Two grades in each department.

No diploma is granted to a scholar who has had a zero mark in conduct during the year. See page 115.

CLASSICAL DEPARTMENT.

THE FIRST GRADE is awarded to those graduates who not only are thoroughly prepared to enter College, but who also have attended satisfactorily to the regular exercises mentioned on page 26.

THE SECOND GRADE is awarded to those graduates who are prepared to enter College, but who, in some slight degree, fall short of the requirements for the first grade.

ENGLISH DEPARTMENT.

THE FIRST GRADE is awarded as follows:—

To graduates who take all the studies of their class, pass the required examinations, and have satisfactory marks in General Exercises. (See medal conditions.) NOTE.—To accommodate regular pupils who remain two years in the First Class, part of the examinations for diplomas may be taken one year and the remainder the next.

THE SECOND GRADE is awarded in two cases:—

1. To students whose studies vary from the regular course, but who remain two years in the First Class, and during these two years do considerably *more* work than is required for one year in that class.
2. To graduates who substitute a language for an English study, according to the conditions stated on page 105.

Students from other schools who wish for a Diploma, of any kind, must not only be a full year in the First Class and meet all the conditions, but must also pass the examinations of the Second Class.

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid at the time of examination. (See p. 86.)

Non-attendance at Military Drill, for any one of the reasons stated on page 77, will be excused.

It will be seen that the Diplomas are not obtained merely by remaining in school a certain number of years, or by going over a given number of subjects or pages. They are certificates of honorable conduct, faithful work, and good scholarship. The fact that generally only a minority of the graduating class receive Diplomas is, in many cases, because some excellent scholars prefer special courses of study which do not meet the requirements for a Diploma.

See page 115 for a prize to be awarded under certain conditions to candidates who are successful in entering the Institute of Technology.

For list of pupils receiving Diplomas and other certificates on Promotion Day, 1885, see next page.

DIPLOMAS AND OTHER CERTIFICATES,

AWARDED JUNE 16, 1885.

DIPLOMAS.

Classical Course.

WILLIAM FRANCIS AUSTIN,
FRED EMORY HAYNES.

English Course.

ALBERT CARTER ASHTON,
DWIGHT BLANEY,
HARRY LINCOLN BUSWELL,
CHARLES BUCKINGHAM CHOATE,
MARTIE BARSTOW CUTLER,
GEORGE FRANCIS FAY,
GEORGE ARTHUR FRYE,
PAUL RHODES HAWKINS,
EVERETT HOWARD FURBER,
EDWIN LEMIST FURBER,
ALBERT JOSHUA LOVETT,
HOWES NORRIS, JR.,
EUGENE EDGETT PEIRCE,
HENRY GUY YOUNG.

HONORABLE MENTION.

FRANK IRVING COOPER,
LYNDON DWIGHT GURNEY,
CHARLES LYON SIMPSON,
MARCUS TYLER SPRING.

MILITARY COMMISSIONS.

(See page 80.)

GEORGE FRANCIS FAY, *Major.*
PAUL RHODES HAWKINS, *Quartermaster.*
WILLIAM FRANCIS AUSTIN, *Captain.*
HERMANN DUDLEY MURPHY, *Captain.*
WILLIAM BRAMHALL STEARNS, *Captain.*
GEORGE LINCOLN DODD, *1st Lieutenant.*
LYNDON DWIGHT GURNEY, *1st Lieutenant.*
ALLEN HAMILTON WILLIAMS, *2d Lieutenant.*

MEDALS AND OTHER PRIZES.

It would be a great pleasure to the school managers if the long-established award of medals and other prizes by the school, at the annual public Exhibition (in January or early in February), could be determined by faithful effort alone; but the only practicable line must be drawn at actual record of attainments.

There is, however, no chance for improper emulation, since there is no limit to the number of prizes of the same grade. Recognition of the various forms of good work is shown in allowing claims for prizes to be based on either examinations or recitations, and on either general work or special.

Each prize is simply a certificate that a prescribed amount of work has been accomplished in the previous calendar year, *and* that, in proof of this, the pupil has carefully kept and formally presented his weekly reports for that year, accurate in all the business details required.

The persistent carefulness in business methods which a medal thus represents is often its best significance, especially in the case of scholars naturally heedless. Many pupils fail to take medals, from no lack in scholarship or in deportment, but from inexactness in complying with the medal conditions, or from not persevering for a whole year.

Certain prizes not given by the school are also awarded at the Annual Exhibition, as explained in the latter part of this chapter.

REQUIREMENTS FOR PRIZES.

Any candidate for a school prize must have been a member of the school for a full calendar year, and must have taken full regular work (except in the cases specified on page 114). He must produce all his weekly reports of the preceding year by Jan. 10, with a written statement of his claim. If reports are lost, duplicates will be furnished, if applied for within six weeks after the date of the report desired. Each pupil is responsible for getting back and keeping his own reports.

Reports presented for inspection, besides proving the scholarship and conduct necessary for the grade of medal which is claimed, must show that the following details have been attended to throughout the year. All altered marks for absence, tardiness, or deportment, also all excused absences and excused lessons, must have against them the

signature of one of the Principals or of the Class Superintendent; all altered recitation or examination marks must have the signature of the teacher who heard the lesson or of the Class Superintendent.

These signatures must be obtained within one week from the time the Report is received, otherwise the mark must count as a deficiency.

REGULAR SCHOOL MEDALS.

Six grades of medals are awarded; three of gold and three of silver.

The *first gold medal* is awarded to those pursuing two or more languages besides the English;

The *second gold*, to those pursuing one language besides the English;

The *third gold*, to those pursuing English studies only;

The *three grades of silver*, to those pursuing English studies only, but whose record is not high enough for them to claim the third gold.

Two methods of obtaining a medal are allowed: namely, by **examinations** or by **recitations**, the first of which is the more satisfactory, as it is the surer test of scholarship. The applicant must state by which method he bases his claim. Reekoning partly on one claim and partly on the other will not be allowed.

EXAMINATION CLAIM.

I. Medals will be awarded on the average per cent. of examinations in each study through the year, according to the following table.

For the six grades of medals, the respective required percentages are in

Each branch of Mathematics—90, 87, 84, 80, 75, 70.

Other English Branches, each, 83, 80, 77, 74, 70, 65.

Each Language, 70.

A language will be accepted in place of any one English study except Arithmetic, provided that the same percentage is offered in that language that is required for the study omitted.

In addition to the substitution, allowed above, of a language for one English study, the entire omission of English Grammar by a scholar who does satisfactory work in Latin will not count against a medal.

A student applying for a gold medal may, if he chooses, add the three branches of mathematics together and take their average; but in such case 5 per cent. higher will be required. Below the First Class, Defining and Reading may be counted together; and in the First Class all the examinations on all branches of English Literature may be added together and counted as one.

All other studies will be counted separately.

Examinations in Literature will include the course of out-of-school reading, as well as those authors regularly studied in class.

As this form of winning a medal is not intended to encourage alternations of idleness and cramming, no pupil can take the first *gold*, if he has had more than 10 deficiencies; the second, if more than 15; third, if more than 20; the first *silver*, if more than 25; second, if more than 30; third, if more than 35.

Four deficiencies in Spelling are allowed for each grade.

The marks to be counted as deficiencies will be the same as by the Recitation form of claim; but the omitted lessons on the excused absences need not be made up, while the unexcused absences will count one half as many deficiencies as they cause lessons to be lost. Absences through sickness will not be counted if the examinations which were lost have been made up.

Certain medals will also be awarded by

II. General Averages. For the following medals under the Examination Claim, the averages are reckoned differently from those stated above, but other conditions remain the same.

(a) **For Excellence in Special Departments**, a *third gold medal* is awarded to a regular member of the First Class who does not take any other medal at the same exhibition, provided he has obtained the average percentage in that Department which is stated below, with no one of its studies falling below 70 per cent., and has at least 60 per cent. in every other Department:—

(1) Classical Department: Latin, Greek, and one Modern Language, 85 per cent. (2) Mathematics, three branches, 95 per cent. (3) Literature, 90 per cent.; with an average of 90 per cent. in Composition and $5\frac{1}{2}$ credits in Declamation.

This claim will be allowed once even if a gold medal has previously been taken in one of the usual modes.

(b) **In Grammar School Department**, the *first silver medal* may be taken by an average of 90 per cent. on all regular English studies, counted together, provided no branch falls below 60. This medal cannot be taken in this way by a scholar who has previously taken the same grade of medal by any form of claim; nor can it be taken twice in this way by the same scholar.

(c) **In High School Department**, the *second gold medal*, when Latin is studied, or two modern languages, may be taken by an average of 90 per cent. on all studies, counted together, provided no branch falls below 60. This medal cannot be taken in this way by a scholar who has previously taken the same grade of medal by any form of claim; nor can it be taken twice in this way by the same scholar.

The same grade of medal may be taken two successive years under the Examination Claim, provided there is a gain of at least 10 per cent. on the lowest study of the previous year, and at least 1 per cent. on every other study.

After these two years, a book prize of the same rank may be taken if there is an increase on every examination.

RECITATION CLAIM.

The *first gold* allows no deficiencies, except 4 deficiencies in spelling.

The *second gold* allows no deficiencies but 4 deficiencies in spelling, unless the scholar has two languages, one of which is Latin, in which case there may be 4 additional deficiencies in all branches taken together.

The *third gold* allows only the 4 deficiencies in spelling, except that 4 deficiencies in any branch may be allowed for a language.

The *first silver* allows 5 deficiencies.

The *second silver* allows 10 deficiencies.

The *third silver* allows 15 deficiencies.

Each of the three grades of silver admits in addition the same allowances as the third gold.

Deficiencies.—All marks less than 4 for lessons, deportment, or attendance, and all *unsigned* marks which require the signature of one of the Principals or of the Class Superintendent, as explained on page 110.

In the First and Second Classes a 4 will be counted deficient in Abstract and Declamation, and 60 per cent. in Composition.

Allowances.—A scholar who does satisfactory work in Latin may omit English Grammar without affecting his claim for a medal, and if he studies another language besides Latin, he may omit Defining also.

Absences, where medals are concerned, will be excused only on account of illness, death of a near relative, attendance at church with one's family, marriage of a near relative, attendance at the college graduation or class day of a brother or sister; and in case of out-of-town pupils, a storm of such severity as to make attendance impossible: the lessons in the last three cases to be made up.

Caution is here given to medal candidates, about *losing any lesson by early dismissal*; as, even with parents' sanction for it, such absence from recitation will be considered a deficiency, unless it can be excused for one of the reasons just specified.

Reductions.—A pupil having many lessons marked 4 (which number denotes a merely passable recitation,) will receive a medal one grade lower than the scale indicates.

A pupil who is absent fifteen days during the year, for any of the excuses allowed above, will receive a medal one grade lower than otherwise; if absent twenty days during the year for any reason whatever, he cannot take a medal under the Recitation Claim, but may under the Examination Claim.

Under the Recitation Claim, the same grade of medal cannot be taken twice. But an equivalent book prize may sometimes be taken, provided that no study falls below the record under which that grade of medal was previously obtained.

OTHER SCHOOL PRIZES,

Not covered by either of the two regular claims already explained.

Two Years' Course. A scholar who remains two years in a class, and whose work, so far as taken, comes up to the medal requirements, may

- a. For the first year have an appropriate *book prize*, and, for the second year, a *medal*, one grade lower than the sum of the two years' reports would give him; or
- b. He may make no claim the first year, and, at the close of the second, he may present his reports for the two years, proving that he has done one full year's work, and may receive the *regular medal* that certifies that he has accomplished that amount of work.

Candidates for the Institute of Technology may take a *second gold medal* under the conditions on page 115.

Special Students whose English studies are taken in the First Class, who have not less than six full studies besides Military Drill or Calisthenics and also one of the following three, Composition, or Declamation, or Spelling and Writing (counted together), may take a *third gold medal* by the Examination Claim, under the same conditions as regular scholars, except that 5 per cent. on each study more than for regular scholars will be required.

Special Prizes, usually books, are sometimes awarded to praiseworthy pupils who, from sickness or some other unavoidable cause, are not strictly entitled to medals.

Similar prizes may be given, also, for excellence in Penmanship, Drawing, Attendance, or other specialty, to pupils not entitled to the regular medal for "Excellence in Special Departments" (see page 112).

Candidates for special prizes must take all the regular studies of their class, unless unusual work on languages more than balances the omission of any English study.

For **Military Prizes**, see next page and also page 81.

REGULAR MEDALS, NOT GIVEN BY THE SCHOOL.

The *Sergeant's Silver Medal* is given by the Class of 1876, to the sergeant who shows the best drill at the Annual Exhibition, as decided by an outside committee of military officers.

A *Gold Medal for English Composition* may be awarded by a committee chosen by the Thayer Association from its own members.

A *Gold Medal for Declamation* is offered by the Class of 1885.

Conduct Prizes:—

a. *The Gold Medal of the Chauncy-Hall Association* is given by former members of the School, who graduated many years ago, to the boy in the Upper Department who is considered by his schoolmates to be the best boy. This is decided by ballot, the result of which is not announced before the delivery of the medal.

b. *The Founder's Medal (silver)* is awarded in the same manner to the best pupil in the Primary Department, a fund having been left for the purpose by the late GIDEON F. THAYER, the founder of Chauncy-Hall School.

No member of the school knows beforehand who it is that will receive any of these five prizes which are matters of competition. But the prizes awarded by the school, which are unlimited in number, are freely announced, as soon as careful examination has been given to the applications for them.

Prize for entering the **Institute of Technology** without "condition."

A *second gold medal*, under the Examination Claim, will be awarded on Promotion Day to a scholar who, having entered the Institute without a "condition," and not having taken a medal at the previous Exhibition, proves a claim for the school year corresponding to the claim at Exhibition for the calendar year.

If he has not been here more than two years, he must also be examined in American and English History. This last condition applies also to an old scholar who cannot prove that his work was satisfactory in History when he pursued that study in the Fourth and Third Classes.

If these extra examinations can be taken in class, without interference, no charge will be made; but if done out of class, for any reason whatever, the teacher is to be paid at the time of examination. (See p. 86.)

Good Conduct required for Prizes.

All prizes, regular and extra, are on condition that there is no zero mark for conduct. The zero mark is given only for what is low or mean; such as falsehood, cheating, bullying, truancy, foul language or actions, deliberate or persistent disobedience or impertinence, &c.; in short, such conduct as on the second offence causes expulsion.

Scholarship for long-continued Good Conduct.

A pupil whose seventh year in the Upper Department has been satisfactory in conduct, attendance, and scholarship may remain after that time without charge for English branches, so long as the same three conditions are fulfilled; and the tuition for languages will be only half the rates charged for special students.

MEDALS AND OTHER PRIZES FOR 1885.

AWARDED FEB. 9, 1886.

I.—Regular Medals given by the School.

First Gold.

ALFRED CHARLES POST, ALLEN HAMILTON WILLIAMS.

Second Gold.

GUSTAVE ADOLPH BREAUX, JR., WM. VANDERVOORT TRIPP,
THOMAS JOHNSON CUSHING, BLANCHE BELL WALKER,
BERTRAND WHITTIER WILLSON.

Third Gold.

EDITH BUFFINGTON DALTON, GEORGE HOLT STROUT,
LYMAN SAWIN HAPGOOD, REBIE WARREN TINKHAM.

First Silver.

WILLARD LEWIS BOWKER, FRANK WINSOR FOWLE,
CHARLES BOSTWICK CHURCH, ALBERT GARDNER FROTHINGHAM,
CLIFFORD DENIO SAWYER.

Second Silver.

MADELEINE LOUISE BACON,	ALFRED JOHNSON,
HELEN E. C. BIEWEND,	MARY LEAVITT MALLON,
BLANCHE EDITH CHIPMAN,	MINNIE ADAMS MORSS,
JOHN REED WHIPPLE.	

Third Silver.

WILLIAM HENRY ALLEN, JR.,	LEON STANLEY NICHOLS,
LULU FRANCES HERTHEL,	LENA MILLER TWOMBLY,
WAVERLEY TILLINGHAST WONSON.	

II.—Special Prizes given by the School.

Gold Medal (rank of Third).

Classics.

CARROLL NEIDE BROWN.

Book, for Classics.

EDITH GILES.

Gold Medal to Special Student.

CAROLINE EMILY VAN HORN.

Book (rank of Third Gold Medal).

W. GWENDOLINE SANDHAM,	HATTIE CROSBY SIMONDS.
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Book (rank of First Silver Medal).

PARKER HENRY KEMBLE.

Book (rank of Second Silver Medal).

SUMNER ALBERT BROOKS.

Book (Punctual Attendance for Seven Years).

GUY WARREN WALKER.

III.—Other Prizes. (Not given by the School.)

Gold Medal, Thayer Association.

English Composition.

WILLIAM BRAMHALL STEARNS.

Honorable Mention, Thayer Association.

English Composition.

ALLEN HAMILTON WILLIAMS.

Silver Medal, Class of 1876. Best-Drilled Sergeant.

PERCY GROSVENOR PARSONS.

PRIZES FOR CONDUCT.

(a) *Gold Medal, Chauncy-Hall Association.*

WILLIAM BRAMHALL STEARNS.

(b) *Founder's Medal. (Primary Department.)*

JENNIE WALLACE WALDRON.

THE SOCIAL LIFE OF THE SCHOOL.

THE School is eminently a happy one, having but few discontented members. This condition is very gratifying, because it has not been brought about by lax discipline or by toleration of idleness. One way in which this pleasant state of things is shown is in the formation, from time to time, of associations for amusement. Some of the scholars who stand the highest in Languages, in Mathematics, and in English Literature, and—what is still better—in character, are found among those who are the most active in the different athletic sports or other amusements.

In different years, however, the number and the variety of these clubs changes greatly. The list for the current year is given below.

One day each month, the whole school assembles for an hour's general exercises, which include music, selected declamations and compositions, and brief lectures by pupils or teachers.

The vacant lots of land near the school-house afford play-grounds of a size seldom found in a large city.

An extra recess is often given to those scholars who have perfect lessons, on condition that the time be spent in some active game.

On Friday afternoons, from three to half past four o'clock, informal dances in the school hall are frequently held, without eating or extra dressing, and with very little expense, if any. Some teacher is always present on these occasions.

CHAUNCY-HALL ORCHESTRA.

First Violin, GEORGE C. DUTTON.

Second Violin, JOHN S. TOWNSEND.

'Cello, FRANK DUTTON.

Cornet, WILLARD L. BOWKER.

Piano, KATHARINE L. D. TOWNSEND.

FRIDAY AFTERNOON LITERARY CLUB.

(F. A. L. C.)

President, ALLEN H. WILLIAMS.

Vice-President, ABNER MORSE.

Secretary, WILLIAM B. STEARNS.

BACK-BAY BICYCLE CLUB.

President, EDWARD C. BRADLEE.

Captain, ALFRED JOHNSON.

Secretary and Treasurer, ALBERT C. ALDRICH.

Flag-man, PARKER H. KEMBLE.

Bugler, CLIFFORD D. SAWYER.



The Care and Instruction

OF

YOUNG CHILDREN.

A sound mind in a sound body.




 PRIMARY DEPARTMENT. 


FOR YOUNG BOYS AND GIRLS.

FIFTY-NINTH YEAR, SEPT. 22, 1886.

Beginning a week later than the Upper Department, and closing, except for the first class, a week earlier.

—•••••—

PARENTS are especially invited to examine the sunny corner-room on the ground floor, appropriated to the Primary Department, and to see the arrangements made for the physical, intellectual, and æsthetic needs of little children. It will be found that minute attention is given to the following things :

(a) **Care of the body in**

1. The abundant supply of pure air, without opening a window in cold weather, even at recess time ;
2. The constant drawing off of impure air, at a heavy expense ;
3. Temperature that seldom varies over two degrees, except in summer [and in the warmest weather the house is remarkably cool, notwithstanding the next statement] ;
4. The dryness, not only of the school rooms but of the basement floor, ensured by fire that is kept *day and night throughout the year*, excepting only the first two-thirds of the summer vacation (see page 59) ;
5. Examination of the drainage and plumbing twice a year by a sanitary expert ;
6. Ample space ;
7. Seats whose backs were planned by high medical authority ;
8. No stairs ;
9. Carefully regulated light ;
10. Cleanliness ;
11. Sunshine.

So much for the physical nature, to enable the child to receive easily

(b) **Intellectual and Æsthetic Training through**

1. Cheerful and tasteful surroundings ;
2. Comparatively little memorizing ;

3. The beginning of French in a natural manner, while the vocal organs are flexible;
4. A corps of teachers so very large that the special needs of each child receive attention.

Miss NICKERSON, the head teacher, has had a very long experience, and, being gifted with a motherly, gentle way of managing, has an admirable influence on her pupils.

She has the rare power of doing thorough work without insisting on rigid discipline; so that, year after year, she promotes classes to the Upper Department, well grounded in their studies and yet not weary in mind or body.

Besides Miss NICKERSON, there are special teachers in the following studies :

FRENCH,	SINGING,
DRAWING,	PENMANSHIP,
OBJECT LESSONS, CALISTHENICS, AND ARITHMETIC.	

The hours are from 9 to 1.30, except for the youngest children, who are dismissed earlier than the others by an hour or more. Half an hour is allowed for recess, besides time for lunch. The holidays occur as in the Upper Department. See pages 6, 7.

Monthly reports of lessons and conduct are sent to parents.

LUNCHEONS.—In addition to the half-hour recess, fifteen minutes are allowed for lunch; the boys taking theirs in the school room, at tables provided for the purpose, under the care of the head teacher, and the girls taking theirs in a warm, sunny play room.

The terms are very low; see page 124.

Parents are cordially invited to visit the school before leaving town, so as to see it in full working order. One of the most interesting exercises is the daily French lesson.

The house is open from 8.30 to 3.30, except on Saturdays, when it is open from 9 to 1. Teachers and physicians are especially invited to call.

Many young children come to escape the damp basements, bad air, and open windows, from which they have previously suffered, though generally through no fault of their teachers, in the best of the public schools.

Parents who have CHILDREN FROM NINE TO TWELVE years of age, sufficiently advanced to enter the lowest class in the Upper Department, will find on page 56 a sketch of what is done for this class.

EXERCISES.

Daily Oral Lessons in French;	Written Arithmetic, through long division;
Oral Lessons in Botany;	Geography;
Reading;	Drawing;
Spelling;	Penmanship;
Language Lessons;	Calisthenics;
Singing;	Recitations of Poetry.
Mental Arithmetic;	

For requirements for promotion to the Grammar School Department, see page 56.

TUITION FOR 1886-87.

\$88 a year, payable semi-annually before Nov. 1 and March 10.

No pupil received for less than a year, except that if vacancies occur after Nov. 1, pupils will be received for the remainder of the school year, and will pay only for such remaining portion, but their bills for this time will be paid within two weeks after entrance.

SICKNESS. If a child, whose bill has been paid for the whole year, is incapacitated through illness from attending during the remainder of the year, and some other child is ready to fill the vacancy, the money received from such substitute, except five dollars, will be returned to the parent whose child is withdrawn.

Books and Stationery, two dollars a half-year, or any less time.

A large deduction is made to teachers and clergymen, and to officers of the army and navy.

[For terms of Kindergarten see page 128.]

TEACHERS.

MISS SUSAN D. NICKERSON,
Arithmetic, Botany, Geography, Reading, Spelling, Penmanship.

MISS ALICE E. HOLDEN,
Drawing.

MME. GABRIELLE NOURY-ABBOT,
French.

HARRY BENSON,
Singing.

MISS JEANNIE EVANS,
Object Lessons, Calisthenics, and Arithmetic.

MISS ANNA S. FROTHINGHAM,
Penmanship.

PUPILS.

Names.	Residences.
Carroll Meredith Bill, . . .	Cohasset.
George Edward Bird, . . .	Boston.
Edith Brown, . . .	Boston.
Howard Clapp, . . .	Boston.
Jennie Chase Clarke, . . .	Arlington Heights.
Adelaide Olga Cushing, . . .	} Boston.
Elizabeth Harriet Cushing, . . .	
Mary Alice Eaton, . . .	Boston.
Alexander Albert Freygang, Jr., . . .	Boston.
Richard Brown Harris, . . .	Marblehead.
Anton Robert Heindl, . . .	Boston.
Ruth Horton, . . .	Boston.
Hatty Mabel Martin, . . .	Boston.
Charles Alexander Newhall, . . .	Dorchester.
Elmer Leroy Nichols, . . .	Dorchester.
Gordon Augustus Noyes, . . .	Boston.
Thomas Orra Paige, . . .	Stoneham.
Harold Linder Pope, . . .	Boston.
Carolina Marie Tomfohrde, . . .	Boston.
Rebecca Vose Tripp, . . .	Dorchester.
Jennie Wallace Waldron, . . .	Boston.
Gwendoline Woodbury, . . .	} Boston.
Curtis Palmer Woodbury, . . .	

 INTERMEDIATE CLASS. BETWEEN PRIMARY AND KINDERGARTEN.

THE Intermediate Class is designed to receive children from six to eight years of age, who are beyond the ordinary exercises of the Kindergarten. The object is to apply to primary school work the principles which lead to such happy results in the Kindergarten.

It is found that children, whose eyes are trained to see, whose ears are taught to hear, and who are led really to *think* by the various exercises of the Kindergarten, can cover more ground than is usually gone over in the first year of school life, and yet devote a portion of the time to drawing, modelling, painting, and other Kindergarten occupations which arouse and develop the æsthetic side of the child's nature.

The work of this class consists of daily lessons in reading, writing, number, and French; lessons in singing; elementary science lessons, and language lessons developed from stories of history, biography, or the natural world.

The school opens at nine and closes at one, with short intermissions for the gymnastic and other games of the Kindergarten, under the supervision of a teacher.

The school year will open Oct. 4, and close June 10. For tuition, see page 128.


 KINDERGARTEN. 


LITTLE children have always been received in the Primary Department at the age when they were able to begin to learn to read; but in September, 1874, for very young children of both sexes, a Kindergarten was opened, from which, in due course, the pupils are promoted to higher Departments. In this Department is begun that harmonious development of opening minds on which so much of the success of subsequent education depends. It takes the child when three or four years old and cultivates its faculties in the order of nature: first, by presenting to its perceptive powers appropriate objects and teaching it to observe and discriminate their color, size, proportion, weight, &c.; by going on from this, to reason about them and their qualities, and to receive the lessons which a cultivated ingenuity can draw from them; by having even the child's plays so arranged as to further the same objects; and finally, by endeavors to aid its mother by causing it to receive lessons in the elements of morality, in good manners, and in the proper use of language, from a gentle and cultivated teacher, instead of the first lessons of a very different description which are too often learned from its attendants in the nursery.

The amount that may be learned in this way from a proper teacher, before the child can read a letter and prior to what has usually been considered the school age, would surprise one who has paid little attention to the subject. It is not, of course, book knowledge, but a general arousing of the intellectual and moral powers and directing them to their appropriate objects. The advantage gained by children from this system is very perceptible when they begin the usual course in the primary school; as they profit, by the instruction given, much more promptly and easily than children who have had no previous training of the sort, while their general happiness has been very much promoted in the process.

The pupils of this department enter the building by the door for young ladies, and occupy a sunny room warmed in part by an open fire.

A mother sometimes hesitates about sending her little one, from want of understanding the difference between a Kindergarten and a School. In such cases, if there is a vacancy, the child may try the Kindergarten until all the chairs are permanently engaged, with the privilege of withdrawing on the payment of three dollars a week. The room is always open to visitors.

There is also an advanced class in this department, intermediate between the Kindergarten and the Primary School, which is described on page 126. It is not intended to do the full regular work of a primary school; but to make the first steps in knowledge easy and pleasant, and to give an opportunity for "learning through doing" by devoting a portion of the time to the higher Kindergarten occupations.

The hours are from 9.30 to 12.30, except for the Intermediate Class, who come at 9 o'clock and stay till 1. For Calendar, see pages 6, 7; except that the Kindergarten omits the occasional holidays in May and October, on account of beginning so late and closing so early.

TUITION FOR 1886-87.

Below the Intermediate Class: \$75, from Oct. 4, 1886, to June 10, 1887, payable Dec. 1.

Intermediate Class, \$88.00 (see page 126).

TEACHERS.

MISS LUCY WHEELOCK, Kindergartner.

MISS ELIZABETH L. VAUGHAN, Assistant.

PUPILS.

Harold Aborn,
Ada Balderston,
Ethel Howard Brigham,
Walter Meredith Boothby,
Edith Whiteman Clement,
Lloyd Benjamin Hayes,

Jessie Langmaid,
Ethel Ripley McKenney,
Lawrence French Percival,
William Prince Sawyer,
Margaret Ruth Upham,
Martha Lambert Waldron.

BOSTON UNIVERSITY.

This was the *first University* in the United States to present in Theology, Law, and Medicine uniform graded courses of instruction covering three scholastic years, and to require in each case the full three years of study. Nevertheless, at times, the aggregate number of students in these departments has been *greater* than in any other American university maintaining the corresponding Faculties. At the present time its Law School is the largest in America, among those whose course is of equal length. It was also the first to open *four years' courses in Medicine*, and to re-establish the long lost Baccalaureate Degrees in Medicine and Surgery. Sixty-six FREE SCHOLARSHIPS have been established in the College of Liberal Arts. Each yields an annual income of one hundred dollars, which entirely covers the charge for tuition.

College of Liberal Arts,	12 Somerset Street.
College of Music,	Franklin Square.
College of Agriculture,	Amherst, Mass.
School of Theology,	70 Mt. Vernon St.
School of Law,	10 Ashburton Place.
School of Medicine,	East Concord Street.
School of All Sciences, }	12 Somerset Street.
Post Graduate Department.	

"Boston University has set before it at the outset of its career the highest educational aims of both hemispheres, and appears in the intellectual arena determined to be the most comprehensive and generous training-school for humanity in the world. German, English, and American experience and ideas are all drawn upon in the plan of its organization."—*Atlantic Monthly*.

"It is meant to be the most comprehensive institution of its kind in existence."—*New York Tribune*.

"The institution furnishes, at slight cost, the best possible instruction."—*Harvard Advocate*.

"Its success is surely extraordinary."—*Boston Daily Advertiser*.

"The boldest and yet most hopeful university enterprise in the country."—*The Citizen, St. Paul, Minn.*

"The Boston University Year Book gives complete information concerning, probably, the most liberal and catholic and truly just institution of learning ever established. Neither sex, color, class, nor condition is known in its benefactions, provided the applicant be worthy. Success to such a college, say we."—*The Commonwealth, Boston*.

With the Faculty of the School of All Sciences are associated the four Faculties of the National University at Athens and the four Faculties of the Royal University at Rome.

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